DOCUMENT RESUME

ED 277 175 EC 191 380

AUTHOR	Schultz, Jerelyn B., Ed.; And Others
TITLE	Parenting Today: A Teaching Guide. Contemporary Parenting Choices. Module 3.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO	ISBN-0-8138-0358-6
PUB DATE	84
NOTE	250p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM	Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($16.45).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adoption; Age Differences; Child Abuse; *Child Development; *Child Rearing; Competency Based Education; Curriculum Guides; *Decision Making; Family Problems; High Schools; Home Economics; Learning Activities; One Parent Family; *Parenthood Education; *Parent Responsibility; Stress Variables

ABSTRACT

The third part of a parenthood education curriculum series intended for use in high school home economics classrooms, this module focuses on parenting today with four major competencies as goals: (1) ability to identify skills that facilitate parenting; (2) ability to describe the application of parenting skills in relation to the age level of the developing child; (3) the ability to identify issues involved in parenting as a result of differences in family composition; and (4) the ability to describe specific situations that influence how individuals parent children in today's society. Presented for each major competency in a double page, four-column format, are supporting subcompetencies, generalizations, learning activities, and suggested resources. Subcompetencies include: child growth and development, guiding behavior, showing love and affection, infancy, preschool years, school age years, adolescence, single parenting, stepparenting, adoptive parenting, school age parenting, special-needs children, child abuse, stress and/or crises, dual-career families, and nutritional practices. Appended are various handouts and assignments. A bibliography lists print and nonprint resources. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Parenting Today

A TEACHING GUIDE

EDITED BY **JERELYN B. SCHULTZ**

WITH **MARGARET TORRIE, BARBARA ROUGVIE, JILLIAN BOYD,**
AND **MAXINE HAMMONDS**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE IOWA STATE UNIVERSITY PRESS / AMES

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Hugh M Schultz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC191380

2

BEST COPY AVAILABLE

©1984 The Iowa State University Press
All rights reserved

Printed by
The Iowa State University Press
Ames, Iowa 50010

First edition, 1984

Library of Congress Cataloging in Publication Data
Main entry under title:

Parenting today.

(Contemporary parenting choices; module 3)
Bibliography: p.
1. Parenting—Study and teaching—United States.
I. Schultz, Jerelyn B. II. Title. III. Series.
HQ755.7.P373 1984 649'.1'07 83-26513
ISBN 0-8138-0358-6

The text in this book was printed from camera-ready copy provided by the editor.

ACKNOWLEDGEMENTS

The teaching guide Parenting Today is the third in the Contemporary Parenting Choices series. The other two guides in the series are The Decision to Parent and Sexuality and the Adolescent. All three guides are the result of cooperative efforts between the Career Education Division of the Iowa Department of Public Instruction and the Home Economics Education Department at Iowa State University. Special thanks go to Gladys Grabe from the Iowa Department of Public Instruction for her support. Appreciation is expressed to Dr. Ruth P. Hughes, head of the Home Economics Education Department, for her encouragement and the allocation of responsibilities that facilitated the efforts resulting in this guide.

Appreciation is also expressed to Elizabeth Alden from the University of Iowa; Lynn Engen from the People Place, Ames; Robert Hoehle from the Midwest Region Resource Center, Des Moines; Rose Olhausen from Jefferson High School; Barbara Parrish from the University of Northern Iowa; Gary Putnam from the Wesley Foundation of the Collegiate Methodist Church, Ames; Bette Samuels from the Des Moines Area Community College, Ankeny; Sue Tipton from the Iowa Department of Social Services, Des Moines; and Gretchen Woeste from the Des Moines Independent Community School District. Their advice throughout the effort as members of the Parent Education Task Force was extremely valuable.

Nine Iowa home economics teachers deserve special thanks and recognition. They participated in curriculum development workshops that resulted in the working draft of the guide. They are Elizabeth Cook of Des Moines, Loween Clayberg of Webster City, Pat Gants of Des Moines, Mary Harding of Waterloo, Kay Jensen of Knoxville, Caye Keith of Sioux City, Carol Richards of Belmond, Mary Sand of Fort Dodge, and Sally Van Wert of Hampton.

The last group to be cited for their cooperation are the Iowa home economics teachers who reviewed and field tested some of the activities in their classes. They are Joyce Cheine of Guttenburg, Karen Clover of Marshalltown, Kathleen Gruber of Farragut, Brenda Hoffman of Waterloo, Nancy McGrew of Tama, Jan Moeller of Cedar Rapids, Janis Moore of Glenwood, Cristina Mueller of Postville, Jane Nettleton of Algona, Elizabeth Rath of Cedar Falls, Bonnie Rohlena of Van Horne, and Jean Wright of Belle Plaine.

CONTENTS

	Page
Introduction	1
Definitions	4
Module Organization: Suggestions for Use	5
Major Competency A The student can identify skills that facilitate parenting.	11
Subcompetencies:	
Knowledge of child growth and development	12
Providing an environment	18
Communicating	20
Guiding behavior	24
Showing love and affection	30
Using resources	32
Major Competency B The student can describe the application of parenting skills in relation to the age level of the developing child.	37
Infancy: birth to one year	37
Toddlers: one to three years	63
Preschool: three to six years	81
School age: six to twelve years	103
Adolescence: twelve to eighteen years	127

Page

Major Competency C
The student can identify issues involved in parenting as a result of differences in family composition. 145

Subcompetencies:

Single parenting 146

Stepparenting 156

Adoptive parenting 162

School-age parenting 166

Foster parenting 168

Substitute or surrogate parenting 172

Major Competency D
The student can describe specific situations that influence how individuals parent children in today's society. 175

Subcompetencies:

Special-needs children 176

Child abuse 184

Stress and/or crises 188

Dual-career families 192

Nutritional practices 192

Media utilization 196

Resources: agencies and organizations 200

Appendix A 203

Appendix B 209

Appendix C 227

Appendix D 233

Bibliography 237

Resources 247

INTRODUCTION

Parenting roles that involve the nurturance, education, and protection of children are basic to human existence. It generally is accepted that the primary responsibility for providing these services rests with the children's parents. The multiple roles that comprise parenting in America today are complex and changing; moreover, they do not rely predominantly on innate caregiving abilities. Individuals need to learn how to parent.

There is growing awareness in America that preparing for parenthood when one is already a parent or soon to become one is too late. This awareness has arisen in response to various societal changes. These changes include rising teen-age pregnancy rates, higher divorce rates, greater awareness of child abuse, greater availability of effective family planning procedures, changing roles of men and women, and increases in the incidence of single-parent families and stepfamilies. There are many issues, processes, skills, and problems associated with parenting that can be anticipated, practiced, and planned for prior to making the decision to parent.

This module is designed to help teachers assist students in becoming more knowledgeable about what is actually involved in parenting children from birth through adolescence. There is an emphasis on giving students opportunities to practice parenting skills through interaction with children and parents in various stages of development. It is hoped that, as a result of participation in the module's learning activities, students will both feel more confident and be more competent to assume the roles and responsibilities of parenthood should they decide to do so.

The parent-child relationship beyond adolescence is not within the scope of this module, but the importance of addressing that issue elsewhere is recognized. Not all students will become biological, adoptive, foster, and/or stepparents. Nevertheless, all will perform or assume parenting responsibilities at some time in their lives. All share concern for children and for the future well-being of our society. Further, there is a growing need for personnel in paid and voluntary occupations, such as day care, health care services, community recreation, and teaching, that require parenting-related skills.

Central to any parenthood education program is the concept of effective parenting, yet its nature remains elusive. There is no one successful formula for effective parenting: witness the number of books available on how to parent, and the changing fashions in childrearing practices advocated over the past years. Any understanding of the nature of effective parenting is further obscured by a cultural diversity that reflects wide variations in parenting values, goals, and behaviors. It should be emphasized that effective parenting depends on factors such as the goals and values of parents, the characteristics of each child, and the values and practices of the culture and subculture.

Parents today are frequently confronted with one or more major challenges that impinge on their perceptions of effectiveness as parents. These challenges come from a variety of sources and require parents to use management skills, be adaptable to changing circumstances, and be aware of and use appropriate community resources. The challenges faced by many parents today include continuing economic uncertainty, combining work outside the home with family life, finding and using day care for children, increasing marital instability, and rearing children without the assistance of an adult partner. Parents are finding that many of the parenting approaches used by their own parents, probably within a traditional nuclear family, may no longer suffice in today's society.

To prepare this module, the parent education project staff conducted a review of literature and devised a list of six basic parenting skills. The identified skills and the application of these skills are the bases for Major Competencies A and B in this module. These skills are

1. fostering children's development through knowledge of child growth and development
2. providing an environment that encourages growth and development
3. maintaining effective parent-child communication
4. guiding the behavior of developing children
5. showing parental love and affection to children
6. managing available human and material resources

Refer to Module Organization, pages 5-8, for a detailed explanation of how these six basic parenting skills are integrated into this module.

A variety of current parenting issues are addressed, particularly in the sections on Major Competency C and Major Competency D. Major Competency C covers issues involved in parenting as a result of various family compositions, such as single-parent families, stepfamilies, or blended families. Major Competency D explores specific situations that influence how individuals parent children today.

This module is the third in a three-part series titled Contemporary Parenting Choices. The major topics addressed in the three modules are

The Decision to Parent
Sexuality and the Adolescent
Parenting Today

These topics were selected after the parenting needs of Iowa secondary students were assessed in 1978 using a 50-item parenting information inventory. Students expressed the greatest need for information on planning and decision making, adolescent social development, and parenting and child care. They also indicated a need for information on understanding a child's needs, the cost of rearing children, child-abuse effects on a child, and providing for families of different sizes.

A task force committee of professionals in fields related to children and/or family life helped define the scope, content, and accuracy of the module. Home economics teachers participated in the development and field testing of the module.

Through participation in the learning activities and development of the associated generalizations in this module, students should be able to exhibit the behaviors stated in the sections on subcompetencies. The goal of this module is to assist adolescent men and women in carrying out the responsibilities of parenthood within a changing society. The three-part curriculum series, Contemporary Parenting Choices, is designed to help senior high school adolescents make informed decisions about if and when to parent, understand human sexuality, and feel confident with the roles and responsibilities associated with parenting.

DEFINITIONS

MAJOR COMPETENCY: The knowledge, skills, and judgments the learners will demonstrate at the end of the instructional program. In essence, major competencies are program goals.

SUBCOMPETENCY: The type of behavior the learner is expected to exhibit as a result of participating in the learning activities and in developing generalizations.

GENERALIZATION: Statements that express an underlying truth, have an element of universality, and usually indicate relationships between concepts.

LEARNING ACTIVITIES: Opportunities provided for the learners to interact with the content under consideration. The two components of a learning activity are content and teaching technique.

RESOURCES: All instructional materials, print and nonprint, needed to carry out suggested learning activities.

MODULE ORGANIZATION

Suggestions for Use

Resources contained in this module, Parenting Today, are directed toward the development of four major competencies:

A. The student can identify skills that facilitate parenting.

B. The student can describe the application of parenting skills in relation to the age level of the developing child.

C. The student can identify issues involved in parenting as a result of differences in family composition.

D. The student can describe specific situations that influence how individuals parent children in today's society.

Major Competencies A and B are designed to be companion competencies. The subcompetencies associated with Competency A identify six basic parenting skills, while the subcompetencies associated with Competency B apply each of these six parenting skills to five specific age levels of children.

An examination of the chart on pages 6-7 illustrates this relationship. The left side column from top to bottom identifies the six parenting skills (Competency A). The applications of these six parenting skills in relation to five specific age levels are presented in the remaining five columns (Competency B).

If the rows are read from left to right, the change in emphasis in one specific skill can be noted in relation to the age of a child. For example, the skill of communicating (Column 1, Row 3), involves using sound or touch or visual stimuli with infants (Column 2, Row 3), encouraging language development with toddlers (Column 3, Row 3), listening and responding to questions with preschoolers (Column 4, Row 3), and so on.

A listing of the subcompetencies supporting each major competency (including each age level division in Competency B) is presented on a separate page at the beginning of each section. See, for example, page 43.

COMPETENCY A

Parenting Skills — Application of

Subcompetencies: →	Age Levels: Infancy (birth to 1 year)	Toddler (1-3 years)
	The student can →	→
1. Recognize that fostering development of children is aided by knowledge of child growth and development.	1. Summarize the physical, mental, social, and emotional growth and	
2. Illustrate the importance of providing an environment that encourages growth and development.	2. Describe how infants' optimum growth environment is achieved by the provision of physical care and safety.	2. Describe how parents can provide an environment that fosters the growth of increased independence for toddlers.
3. Identify how establishing and maintaining effective parent-child communication facilitates children's development.	3. Recognize that parents communicate with infants through sound or touch or visual stimuli.	3. Explain how effective communication with toddlers involves providing experiences that encourage language development.
4. Summarize the considerations involved in guiding the behavior of developing children.	4. Explain how guiding infants' behavior involves provision of a safe, consistent environment.	4. Recognize that the goal of guiding the behavior of toddlers is to initiate beginning steps in self-discipline.
5. Analyze the importance of showing parental affection and love to children.	5. Recognize that showing love and affection to infants through caring for them and responding to their signals of distress helps the child develop trust.	5. Relate how encouragement and praise reassure toddlers of the parents' love and affection.
6. Explain how managing available human and material resources contributes to parenting children.	6. Relate management of resources to the demands of caring for infants.	6. Explain how managing resources aids parents to care for toddlers without undue fatigue and/or stress.

parenting skills at various age levels

Preschool (3-6 years)	School age (6-12 years)	Adolescence (12-18 years)
→	→	
development that occur at each age level.		
2. Recognize the importance of providing an environment for preschoolers that encourages social interaction, acceptance of responsibilities, and participation in activities outside the home.	2. Describe how receiving support and interest from parents aids school-age children to expand personal horizons.	2. Identify how parents can provide an environment that will enable adolescents to build independence, self-esteem, and personal identity.
3. Explain the importance of parents communicating with preschoolers by listening and responding to their questions.	3. Recognize that taking time to listen when the child wants to discuss concerns is important in communicating with school-age children.	3. Recognize that effective communication with adolescents involves keeping lines of communication open and attempting to understand their feelings.
4. Recognize that preschoolers' behavior can be influenced through their desire to win approval.	4. Recognize that guidance and discipline of school-age children involves letting them become independent while protecting them adequately.	4. Explain how guiding the behavior of adolescents involves achieving a balance between intervention and nonintervention.
5. Point out the importance of showing affection and love to preschoolers through praise and reassurance.	5. Identify how providing emotional support and continued physical closeness helps school-age children value self-worth and individual capabilities in themselves and in others.	5. Recognize that parents indicate love and affection to adolescents by displaying tolerance, patience, emotional support, and physical closeness.
6. Describe how managing resources permits parents to adjust family routines to meet the needs of growing children.	6. Explain how managing resources aids parents in providing opportunities for school-age children to participate in an expanding environment.	6. Describe how managing resources allows parents to contribute to adolescents' increasing independence.

Two approaches are possible for implementing Major Competencies A and B in the classroom.

1. Present an introduction/overview to the six parenting skills, selecting activities from each subcompetency in Major Competency A. Then focus in turn on each age-level division in Major Competency B, illustrating the application of all six parenting skills at each age level. In this approach the chart on pages 6-7 is utilized by reading the columns from top to bottom.

<u>or</u>

2. Present an introduction/overview of one parenting skill (using the activities suggested in Major Competency A); then apply that parenting skill to each age-level division contained in Major Competency B. For example, after introducing and defining the parenting skill of communicating (Subcompetency 3, Competency A) discuss how this parenting skill is applied with infants, with toddlers, with preschoolers, etc. In this approach the chart on pages 6-7 is utilized by reading the rows from left to right. Proceed in the same manner, presenting each parenting skill and then its application at each age level.

Consumer and management concepts are included in Competencies A and B within the context of the parenting skill, "The student can explain how managing available human and material resources contributes to parenting." Row 6 on the chart, pages 6-7, suggests related subcompetencies for each age-level division. In Competencies C and D, consumer and management concepts also are incorporated in a number of learning activities. See, for example, activity 2.1, page 153.

It is assumed that teachers will select those portions of the module most appropriate to the needs of students in their community as a basis for planning courses or units of study. Many of the suggested learning activities in the module provide opportunities for students to interact with parents, and teachers may wish to involve parents in the program planning process.

Observing and working with children at the various age levels is an integral part of many of the suggested learning activities. In addition to utilizing day-care centers, nursery schools, and elementary and secondary classes in the public school system for these experiences, teachers may wish to consider including "mini-preschools" for short periods of time within the framework of the parenting classes. Another possibility would be to involve students enrolled in parenting classes with the "mini-preschools" associated with regular child development classes. It is essential for students in a parenthood education curriculum to have many opportunities to interact with children of all ages.

The act of incorporating a "mini-preschool" into a parenthood education class requires cooperative preplanning among teachers, school administrators, students, and parents. In planning for this activity, topics to be considered include identifying goals for the children who attend and planning for children's activities, facilities, room arrangement, daily routines, and necessary materials and resources. In addition, goals for the parenting classes need to be defined; appropriate observation sheets, prepared; and responsibilities, assigned. Caring for Children and the companion workbook, Studying Children: Observing and Participating, by Draper and Draper, are recommended as resources for teachers and students planning to conduct a "mini-preschool."

Parenthood education is a potentially sensitive area. Some of the module's learning activities have been keyed with the symbol ● to alert teachers to the need for careful evaluation of their class and community before using. Other learning activities without the "sensitive" symbol may be inappropriate for direct use in particular school settings, yet may be adapted to meet individual situations. It is recommended that teachers preview audiovisual materials prior to use in the classroom.

Included for each major competency are supporting subcompetencies, generalizations, learning activities, and resources for the students and teacher. The module is organized into three sections: the teaching/learning component, the appendices, and the bibliography.

A double page, four-column format is used for the teaching/learning component. Columns are read from left to right and are labeled subcompetencies, possible generalizations, learning activities, and resources. The major competency being developed is stated across the top of the page on the left. A small placed in the left side margin indicates a new subcompetency is being introduced.

Individual learning activities listed in the third column are numbered. The first number at the left of each learning activity identifies the generalization to which it corresponds. Following the decimal point is the number of the learning activity associated with the generalization. For example, 2.3 written before a learning activity indicates that it is the third activity developed for generalization two. When two numbers separated by a dash (1.0-5.0) are found at the left of a learning activity, the learning activity will contribute to all generalizations, one through five.

In some instances a small symbol appears in the margin at the left of a learning activity. The four symbols used and the significance of each are

- ☐ The activity may be suitable for an FHA project.
- ■ The activity may be appropriate for a mainstreamed class.
- ○ The activity may be adaptable to junior high.
- ● The activity may involve sensitive areas. Evaluate class and community carefully before using.

A variety of learning activities and resources are suggested so that a teacher may select those most applicable to the needs of the students and the community in which she/he teaches. The learning activities are stated in terms of what the teacher will do; they suggest both content and teaching technique.

If the resources recommended are not available, others covering similar content may be substituted. Planning ahead will facilitate obtaining materials for the time they are needed. A complete listing of all references, including print and nonprint resources, is contained in the bibliography section. Complete addresses are provided for a number of firms and agencies whose materials are recommended in the text of this module.

MAJOR COMPETENCY A

The student can identify skills that facilitate parenting.

Page

Subcompetencies:

The student can

---recognize that fostering development of children is aided by knowledge of child growth and development. 12

---illustrate the importance of providing an environment that encourages growth and development. 18

---identify how establishing and maintaining effective parent-child communication facilitates children's development. 20

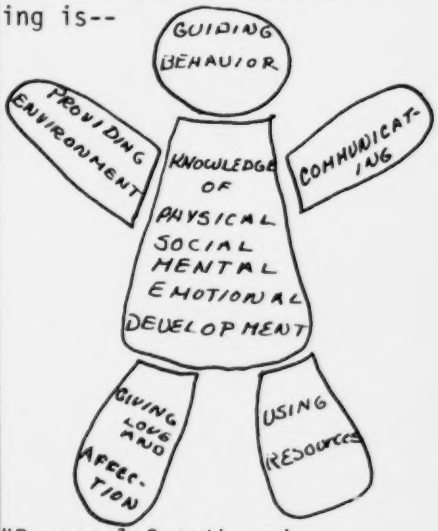
---summarize the considerations involved in guiding the behavior of developing children. 24

---analyze the importance of showing parental affection and love to children. 30

---explain how managing available human and material resources contributes to parenting. 32

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---recognize that fostering development of children is aided by knowledge of child growth and development.	1. Growth and development occur in four areas: physical, mental, social, and emotional.

Learning Activities	Resources
Prepare bulletin board prior to introducing Major Competency A. (See sketch in resources column.) Cut out a "gingerbread child" in six separate pieces, lettering one parenting skill on each. Title board "Parenting is---". Place a piece of gingerbread figure on board as corresponding parenting skill is discussed in class. Pictures may be added to illustrate each parenting skill. At conclusion of unit, summarize by ---discussing the need for parents to develop each of the parenting skills if the child is to grow completely. ---writing each of the six subcompetency parenting skills statements in scrambled form; have students unscramble. ---asking students to write a job description for "A Parent." (Teacher may need to list the components of a job description.)	Bulletin Board: Parenting is-- 
1.1 Prepare a large chart or bulletin board divided horizontally into five age levels and vertically into four areas of development. (See Appendix A-1.) Place a picture of yourself at each age level at top of each column. List a few physical, social, emotional, and intellectual characteristics of self at each level. Have students define four areas of growth and development as they understand them from past experiences, using chart or bulletin board to illustrate and clarify these definitions. Assign students to prepare a similar chart using personal photographs or pictures from magazines. (Students may interview parents or use personal baby books, if available, to obtain information.) <u>or</u> 1.2 Write on slips of paper examples of development for each of the four areas of growth, one for each class member. Examples: begin to walk, talk in sentences, play group games, express fear of dark, etc. (cont.)	"Personal Growth and Development." Appendix A-1.

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---recognize that fostering development of children is aided by knowledge of child growth and development.	1. Growth and development occur in four areas: physical, mental, social, and emotional. (cont.)
	2. In each of the four areas, growth and development in children follow a predictable pattern, but the rate of growth varies within the individual and among individuals.
	3. Knowledge of growth and development patterns helps parents to maintain realistic expectations of children's capabilities at each age level.

Learning Activities	Resources
Divide chalkboard into four columns, labeling each with one area of growth. Distribute slips to students; ask them to determine which area of growth is illustrated on their slip of paper and to place it on the chalkboard in the appropriate column. Have students define the four areas of growth and development as they understand them from past experiences, using the examples on the chalkboard to illustrate and clarify these definitions.	
2.1 Have students compare charts made in activity 1.1, p. 13, to find similarities and differences. Discuss how patterns of growth and development are similar, while rate may vary among individuals. or	
2.2 Have students use a chart similar to "Personal Growth and Development" (Appendix A-1) as an observation sheet. Ask students to record an example of development for each area of growth at each age level as observed in school, community, or at home with siblings. Compare observations in class, stressing similarities in patterns of growth and differences among individuals.	"Personal Growth and Development." Appendix A-1.
3.1 Administer pretest on "Steps in Development: Age Expectations" (Appendix A-2). Compare students' responses to items for differences. Assign groups to research from texts the age when each example of development on the pretest generally occurs. Report findings in class and discuss why it is important for parents to maintain realistic expectations of children's capabilities. Stress that all children will not develop at the same rate.	Available child development texts. "Steps in Development: Age Expectations." Appendix A-2. For Every Child. The Iowa Council for Children. Pp. 23-26.

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---recognize that fostering development of children is aided by knowledge of child growth and development.	4. Knowledge of how children grow and what aids their development helps parents to understand parenting roles and responsibilities.

Learning Activities	Resources
4.1 Divide chalkboard into three columns, titled Steps in Development, Parents' Roles, and Parents' Responsibilities. List examples of development in the first column. Have students brainstorm and list in next two columns parents' roles and responsibilities in relation to each example of development. For example: a. Development--child begins to crawl/walk Parents' Role--offer encouragement, hold hand while child takes first step Parents' Responsibilities--block stairways, put breakables out of reach, plug outlets b. Development--child learns to drive Parents' Role--arrange supervised practice time in family car, accept child's increasing independence Parents' Responsibilities--check into available driving courses, upgrade automobile insurance (or delegate to adolescent) Summarize how knowledge of how children grow and what aids their development helps parents fulfill changing parental roles and responsibilities. or 4.2 Divide class into four groups, assigning one area of growth (mental, social, emotional, physical) to each. Include an example of development at various age levels for each area of growth. For example, physical growth: infants begin to crawl; toddlers begin to feed themselves; preschoolers ride a vehicle; schoolagers grow in spurts and stops; adolescents enter puberty. Ask groups, as parents, to answer the following questions: ---What is your role in aiding your child's development for each example given? ---What are your responsibilities? ---How do your role and responsibilities change as your child grows?	

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---illustrate the importance of providing an environment that encourages growth and development.	1. A child's environment begins with home and family and expands to include significant others, peers, the community, and society as a whole.

Learning Activities	Resources

1.1 Ask students to define environment (surroundings, combination of people, social, and cultural conditions that influence life of an individual). Draw time line on chalkboard labeled in steps from infancy to adulthood. Have students list the people and places, social and cultural conditions that might comprise the environment of a child at each step.

Example:

Infant	Home, day-care center, parents, grandparents, babysitter, physical contact
Toddler	Church school, neighborhood, playmates
Preschooler	Add:
School-ager	Add:
Adolescent	Add:
Adult	Add:

Discuss how children's environment expands as they grow throughout the life cycle.

1.2 Have students choose one age level (as defined in 1.1) and prepare a bulletin board or mobile using pictures to depict the environment of a child at the age chosen. (Could be used in departmental or school exhibit case as "A child's expanding environment.")

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---illustrate the importance of providing an environment that encourages growth and development.	2. Children's physical, mental, social, and emotional growth is influenced by their environment and the responses of those with whom they interact. 3. Growing children's realization of their potential is affected by the richness or poverty of opportunities that their environment provides them.
---identify how establishing and maintaining effective parent-child communication facilitates children's development.	1. If parents are to know and understand their children, open communication is necessary. 2. Effective communication is the process of accurately expressing ideas and feelings to others as well as listening to and understanding their ideas and feelings.

Learning Activities	Resources
2.1 Divide class into four groups and assign one area of development to each. Have groups prepare a report 3.1 illustrating how children's environment and the responses of people with whom they interact may influence growth in the assigned area. Ask each group to include opportunities parents could provide that would enrich a child's development in the specific area, e.g., physical growth: provide nutritious meals, play ball with child, enroll child in gymnastics class, take child swimming. Share reports in class. Through class discussion summarize the importance of parents providing an environment that encourages growth and development.	Brisbane, H. E. The Developing Child. 1980. Pp. 189-91. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 138-39, 94-96. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 274-300, 306-17, 322-23, 344-46.
2.2 Have students survey local community to discover what opportunities are available that will enable parents 3.2 to enrich their child's environment. Relate opportunities to four areas of growth, noting cost, place available, person to contact, etc. Prepare booklet containing information for distribution at public library and child care centers, or prepare an article for local newspaper or notices for cable television. Examples: Mental--local library for books and records, story hour Physical--flag football, swimming pool, gynmastics program, local parks Social--Cub Scouts, Brownies, Campfire Emotional--volunteer programs at hospital, nursing home, and so on	
1.1 Review skills of communicating in Sexuality and the Adolescent, pp. 76-91. 4.1	Schultz, J., et al. Sexuality and the Adolescent. 1981. Pp. 76-91.
1.2 Have students sit on the floor with you. Discuss: 2.2 ---What do you see? ---How does it feel to be little in an adult world?	Dinkmeyer, D., & McKay, G. Systematic Training for Effective Parenting. 1976. Chapters 4, 5.

(cont.)

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---identify how establishing and maintaining effective parent-child communication facilitates children's development.	1. If parents are to know and understand their children, open communication is necessary. (cont.)
	2. Effective communication is the process of accurately expressing ideas and feelings to others as well as listening to and understanding their ideas and feelings. (cont.)
	3. Through communication a parent can assist children to cope with many of the problems they face as they move from infancy to adulthood.

Learning Activities	Resources
Have students alternate sitting on floor with standing; ask them to carry on a short conversation. ---How did you feel as a little person talking to a big adult? ---Why is communicating easier if individuals involved are on the same level? Divide class into pairs. Ask one student to be the child, walking around classroom on knees, the other to be an adult holding hand of "child" trying to "hurry". ---How did you feel as a child in this situation? ---How did you feel as an adult? Show film Hello Up There. Discuss: ---How do you react to film? ---What problems did the children have with communication? ---How did the children feel?	Film: Hello Up There. Learning Corporation of America.
1.3 - 2.3 Brainstorm guidelines for encouraging open communication, e.g., not interrupting each other, stopping activity (reading or watching TV) when parent/child wants to talk. (May read texts for additional points if necessary.) Discuss: ---How might the age of the communicants affect these guidelines? ---How is effectiveness of communicating between parent/adolescent traced to methods of communicating from infancy on? ---When you are a parent yourself, what will you do to initiate and maintain open communication?	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 22, 146-50, 173-74. Ginott, H. Between Parent and Child. 1969. Chapter 1. Wagonseller, B., & McDowell, R. You and Your Child. 1979. Pp. 49-50.
3.2 Have students practice using communication skills through role playing parents and children communicating about childhood problems. Some possible situations: ---didn't get invited to birthday party ---playmate broke favorite toy ---doesn't want to go to bed, afraid of dark	Dinkmeyer, D., & McKay, G. Systematic Training for Effective Parenting. 1976. Chapters 4, 5.

(cont.)

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---identify how establishing and maintaining effective parent-child communication facilitates children's development.	3. Through communication a parent can assist children to cope with many of the problems they face as they move from infancy to adulthood. (cont.)
	4. Communication patterns children develop within the home will influence their ability to communicate with peers and others outside the home.
---summarize the considerations involved in guiding behavior of developing children.	1. Discipline involves setting limits, being consistent, and considering the child's interests and point of view.
	2. Discipline helps children learn what is acceptable behavior and what is not, so that they will choose acceptable behaviors on their own.

Learning Activities	Resources
---didn't make varsity squad, role in play, or student council (see 4.2 below)* ---doesn't want to go steady Role play illustrating both good and poor communication skills. Discuss: ---Which parent was most effective? ---If a decision or solution was reached, who made it - parent or child? ---How did the parent help the child cope with the problem? ---How can communication between parent and child assist children in solving problems? Recheck guidelines in activity 1.3 to see which were used.	
4.2 Use role play, as in activity 3.2, with child now communicating with peers or others outside the home (as a teacher in *). Discuss how effective communication between parents and children helps children communicate with peers or other adults.	
1.1 - 5.1 Have students respond to "Guiding Behavior of Children: Attitude Inventory" (Appendix A-3). Compare responses in class, introducing differing concepts of discipline: democratic, permissive, and authoritarian. Discuss how cultural background may influence concepts of discipline. Hold inventories; have students respond a second time at conclusion of activities relating to discipline/guiding behavior in Major Competency B.	"Guiding Behavior of Children: Attitude Inventory." Appendix A-3.
1.2 - 2.2 Assign readings from available texts. Ask students to be ready to discuss and/or define the following terms/phrases: ---discipline ---punishment ---consistency (cont.)	Brisbane, H. E. The Developing Child. 1980. Pp. 253-59. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 22, 141-42, 156, 171-91.

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---summarize the considerations involved in guiding behavior of developing children.	1. Discipline involves setting limits, being consistent, and considering the child's interests and point of view. (cont.)
	2. Discipline helps children learn what is acceptable behavior and what is not, so that they will choose acceptable behaviors on their own. (cont.)

Learning Activities	Resources
---setting limits ---considering child's point of view ---guiding behavior Discuss concepts in class and encourage students to give examples from personal experience. Possible discussion questions: ---What are the differences between discipline and punishment? Are there similarities? ---What does it mean to "be consistent?" Why is it important for both parents to maintain compatible styles? What may happen if there is inconsistency among parents and siblings? How can parents be consistent without being inflexible? ---What may happen if parents set limits and then do not enforce them? ---At what age should the child's point of view begin to be considered?	Draper, T. Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 125-26, 251-52, 191-94, 310, 357. Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 175-76 Hurlock, E. Child Growth and Development. 1978. Chapter 21. Plain Talk about Raising Children. DHEW Publication No. ADM 79-875. 1979. Wagonseller, B., & McDowell, R. You and Your Child. 1979. Pp. 103-7.
1.3 - 2.3 ○ Assign students to informally observe children in variety of settings (school, playground, babysitting, with siblings, on TV, etc.) to collect examples of behavior believed to be acceptable/unacceptable. Do this several days before class activity. In class, have students list on chalkboard in two columns the acceptable/unacceptable behaviors they observed. Indicate approximate age of child involved. Assign teams to each unacceptable behavior to role play child and parent, illustrating how the parent can use discipline to help the child learn what is acceptable behavior. After presentations of role plays, discuss: ---Did the parent use discipline or punishment? ---Would the child be encouraged to choose an alternative, acceptable behavior in a similar situation? ---Did the parental action reflect consideration of the age of the child? ---Can you suggest another method for dealing with the observed behavior. 27	

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---summarize the considerations involved in guiding behavior of developing children.	3. Effective discipline is geared to a child's age and development as applied to a particular situation.
	4. Punishment by the parents immediately following unacceptable behavior reduces the possibility of the behavior being repeated.

Learning Activities	Resources
3.2 Present a series of case studies. Ask students if, as parents, they would respond the same way. If not, how? How do they believe their parents would react? Possible case studies (add some of your own): a. Rod (age 16) borrows family car to attend high school dance and is told to be home at midnight. He returns home at 1:30 a.m. Father tells Rod he cannot be out later than 10:00 p.m. for the remainder of the month. b. Suzy (age 4) is in park with her grandfather. She throws sand into face of playmate and is told by grandfather to stop. She repeats action. Grandfather removes Suzy from sandbox and takes her home. c. Steve (age 7) takes milk carton out of refrigerator and drops on floor, spilling milk. Mother slaps hand saying, "Don't be so awkward." Mother cleans floor and pours Steve a glass of milk. Now repeat these case studies, changing the children's ages to 18 for Rod, 7 for Suzy, and 5 for Steve. Discuss how discipline, to be effective, is geared to child's age and development as applied to a particular situation.	
4.2 Distribute work sheet "Understanding the Use of Punishment" (Appendix A-4). Using resources listed for activity 1.2, p. 25, ask students to fill in work sheet. Discuss work sheets in class; help students distinguish between firm and harsh punishment.	"Understanding the Use of Punishment." Appendix A-4.
4.3 Divide class into groups; assign each one of the following statements. Ask groups to prepare to lead class discussion of "pros and cons" of statement. ---Punish in anger, regret at leisure. ---Spare the rod, spoil the child. ---Wait until your father gets home. ---Say what you mean, and mean what you say.	

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---summarize the considerations involved in guiding behavior of developing children.	5. Rewards help children become aware of those behaviors parents approve of and wish to encourage.
---analyze importance of showing parental affection and love to children.	1. Children whose parents are open in expressing and showing love and affection are more likely to develop a sense of security and belonging. 2. Children who grow in an atmosphere of love and affection are more likely to give and receive love and affection in later life.

Learning Activities	Resources
5.2 List types of rewards on chalkboard: ---object rewards--can hold, touch, eat, or play with ---activity rewards--"Grandmother's Rule" - desired activity after less desirable activity ---social rewards--praise, smiles, pats on back ---personal (self) rewards--personal pleasure at completing task ---token rewards--gold stars, check marks; can be traded for agreed-upon payoff Have class brainstorm examples of each type of reward and situations (behaviors) when each might be used. Read from texts to complete lists. Discuss differences between rewards and bribes.	Dinkmeyer, D., & McKay, G. Systematic Training for Effective Parenting: Parent's Handbook. 1976. Chapter 3. "How Families Use Rewards." Current Lifestudies. October 1980. Pp. 19-21. Norton, G. R. Parenting. 1977. Chapter 6. Sherzan, S., & Todd, J. 100 Ways to Say "Very Good." Iowa Council for Children. 1980.
1.1 - 2.1 ○ ■ Post a large sheet of blank paper in room. Ask students to write on the paper ways they have observed people expressing love and affection to others. Examples: hug, wrinkle nose, wink, hold hands, nuzzle, make a face, praise, etc. Have students add to list for several days whenever they observe another example. Discuss: ---Why are both verbal and nonverbal ways of expressing affection important? ---How would you express affection differently on the telephone? In a letter? Face-to-face? ---Does the age and/or personality of persons giving and receiving affection affect the way they use to express affection? ---How do you feel when your parents express love or affection to you?	
1.2 - 2.2 Have students read resources on the topics of love, affection, and emotional development. (Caring for Children is recommended.) Ask students to list the effects love and affection have upon developing children. Make a composite list in class discussion.	Brisbane, H. E. The Developing Child. 1980. Pp. 121-22, 168-69, 249-50.

(cont.)

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---analyze importance of showing parental affection and love to children.	1. Children whose parents are open in expressing and showing love and affection are more likely to develop a sense of security and belonging. (cont.)
	2. Children who grow in an atmosphere of love and affection are more likely to give and receive love and affection in later life. (cont.)
---explain how managing available human and material resources contributes to parenting children.	1. Human resources are the personal characteristics that involve knowledge, skills, values, health, energy, and time used to meet demands.
	2. Material resources are all things external to the individual that are used to meet demands.
	3. Management is the process of setting goals, planning use of applicable resources, carrying out the plan, and evaluating the outcome.
	4. The management process permits parents to more effectively use resources to meet the demands of growing children and of themselves.

Learning Activities	Resources
Assign students to observe parents/children in parks, supermarkets, home, etc., and record two examples of parents expressing love and affection to child, or two examples of children expressing love and affection to parents or others (doll, animal, playmate). Discuss examples in class.	Draper, M., & Draper, H. Caring for Children. 1975. Pp. 104-10. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 22, 142-44, 306-11.
1.3 - 2.3 Ask students to find a children's book that illustrates giving and receiving love and affection. Discuss in class, emphasizing what the children might learn from reading or listening to these books.	Examples of children's books: The Velveteen Rabbit Charlotte's Web The Pooh series Frog and Toad
1.1 - 3.1 Prepare and present a mini-lecture to define resources, demands, and the management process; or use the study guide "Managing Family Resources" (Appendix A-5) as a basis for class discussion.	"Managing Family Resources." Appendix A-5. Paolucci, B., Faiola, T., & Thompson, P. Personal Perspectives. 1978. Chapter 5.
1.2 - 2.2 Have students individually list examples of their human and material resources (concepts underlined in definitions) available for use in a parenting situation. Examples: ---Knowledge--to obtain books: location of bookstore, public library, used book exchange. ---Money--weekly salary. Share examples in class to clarify concepts. Discuss in class, "What are the demands and/or events that affect families? Financial? Leisure? Social? Children?"	Teacher Reference: Deacon, R., & Firebaugh, F. Family Resource Management. 1981.
3.2 - 4.1 Use the following case study or one similar to illustrate use of the management process as applied in a parenting situation. Divide class into groups, each to respond to the situation. Compare results in class.	

(cont.)

MAJOR COMPETENCY A: The student can identify skills that facilitate parenting.

Subcompetencies	Possible Generalizations
The student can	
---explain how managing available human and material resources contributes to parenting children.	3. Management is the process of setting goals, planning use of applicable resources, carrying out the plan, and evaluating the outcome. (cont.)
	4. The management process permits parents to more effectively use resources to meet the demands of growing children and of themselves. (cont.)

Learning Activities	Resources
---Mary and Joe have one child, Cindy, age 9 months. They leave Cindy at a day-care center on their way to work each morning. Today the car will not start because the battery is dead. What shall they do? State the goal, the possible resources, and the plan, then evaluate possible outcomes. Were needs of parents and child met? 4.2 Brainstorm how creative resource management, combining use of human and material resources, can aid in meeting the demands of growing children and their parents. Some ideas to explore: garage sales, processing unfinished furniture, making children's toys, exchanging child care services.	

MAJOR COMPETENCY B

The student can describe the application of parenting skills in relation to the age level of the developing child.

INFANCY

Subcompetencies:

The student can

---summarize the physical, mental, social, and emotional growth and development that occur from birth to one year (the infancy period). 38

---describe how infants' optimum growth environment is achieved by the provision of physical care and safety. 42

---recognize that parents communicate with infants through sound or touch or visual stimuli. 50

---explain how guiding infants' behaviors involves provision of a safe, consistent environment. 52

---recognize that showing love and affection to infants through caring for them and responding to their signals of distress helps the child develop trust. 54

---relate management of resources to the demands of caring for infants. 56

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from birth to one year (infancy).	1. Factors such as heredity, status at birth, general health, general temperament, and attitudes and behaviors of parents and other care givers will affect the pattern of growth and development during the infant's first year.

Learning Activities	Resources
1.1 Present a discussion on how each of the following factors affect the growth and development of infants. a. Heredity. Show the filmstrip Generation to Generation to illustrate the importance of this factor. b. Status at birth. Use Westlake to explain the Apgar Score procedure for evaluating the health of newborns. c. General temperament. Human behavior is thought to be partly innate. Babies are born with a general temperament that is reflected in their behavior. Some newborn babies are generally quiet, while others may be generally irritable or generally cheerful and lively. Have students ask a parent with two or more children to recall the temperament differences between his/her children when each was newborn. d. Attitudes and behaviors of parents and care givers. Show either of the films listed and then discuss the issue suggested. The Newborn: how the parents' fears and apprehensions may have been transmitted to the infant. Rock-A-Bye Baby: effects of deprivation of parental (care giver) physical closeness and affection on "normal" infant development. Mention more recent research (Harlow included), i.e., primates and humans may later recover from early deprivation.	Film: Rock-A-Bye Baby. Time-Life Films. Filmstrip: Generation to Generation. National Foundation--March of Dimes. Film: Newborn, The. Education Progress. Ames, B. Child Care and Development. 1980. Birth Defects, Tragedy and Hope. National Foundation--March of Dimes. 1977. Hurlock, E. Child Growth and Development. 1978. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. P. 50. Westlake, H. G. Parenting and Children. 1981. P. 83.
1.2 Set up classroom learning centers on heredity including genetic counseling, status at birth, general temperament, and attitudes and behaviors of parents and care givers. Divide class into four groups and have each group research a different topic before reporting findings to class. Summarize.	See resource list for activity 1.1 and the following: Lamberg, L. "Genetic Diseases and Birth Defects: What Every Family Needs to Know." Better Homes and Gardens. March 1980. Pp. 66-72. Genetic Counseling. National Foundation--March of Dimes. 1979.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from birth to one year (infancy).	2. Physical growth and development during the first year is more rapid than at any other time after birth.
	3. Patterns of physical growth and development are usually continuous and orderly, going from simple to complex and proceeding from head to foot, and from body trunk outward.
	4. Growth in infants' thinking takes place through the senses.

Learning Activities	Resources
2.1 - 3.1 ○ Assign students to read their choice of references on the topic of physical growth and development from birth to one year. Have students complete the following: ---Calculate how much they would weigh now if their weight had continued to triple each year. ---Calculate their height had they continued to grow ten inches each year. ---Compare newborn-size clothes with the 12-month size.	Brisbane, H. E. The Developing Child. 1980. Pp. 117-18, 127-36. Charts: How Baby Grows. Johnson & Johnson. Steps in Baby's Physical Maturation and Motor Control (First Year). Procter & Gamble. Publication No. 241-8643.
2.2 - 3.2 ○ ■ Arrange for the class to "adopt" an infant for the duration of the course. Have students set up bulletin board with the title of "See How (name) Grows." Insert the child's name. Assign class to monitor the child's physical growth and development each month. The display might include a succession of photographs and charts showing height, weight, and other body measurement gains. (Save information to use in activity 2.1, p. 179.)	Infant Care. DHHS Publication No. (OHDS) 80-30015. 1980. Pp. 28-31. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 276-77.
4.1 Show filmstrips "Birth - Six Months" and "Six Months - One Year." Have students summarize the intellectual development likely to occur in infants during each stage. Then discuss specific situations depicted in the filmstrips that illustrate how infants' intellectual development is stimulated through their senses.	Filmstrips #2 & #3 of The Prenatal Period and Infancy. Butterick Child Development Series.
4.2 Divide class into five groups, with each group representing one of the human senses. Have each group demonstrate to the class one activity for infants that parents might use to aid infants' mental development through their senses. Students should be encouraged to use a doll or an infant in their demonstration. See resource column for references.	Goodman, S. You & Your Child from Birth to Adolescence. 1979. Chapter 2. Stimulating Baby Senses. HEW Publication No. (ADM) 77-481. 1978.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from birth to one year (infancy).	5. Social development in infancy is evidenced by increasing attachment to care givers. 6. The first year of life is a critical period for the development of trust.
---describe how the infants' optimum growth environment is achieved by the provision of physical care and safety.	1. Infants depend on their care givers to provide for their basic needs.

Learning Activities	Resources
5.1 - 6.1 □ Invite to class a nursing mother and her infant, a father and his infant, or a combination of both. Prepare class ahead of time for the visit. Have students read their choice of references as preparation. Arrange class in an informal discussion circle. Lead class in an exploration of the following questions, and invite the parents' input. a. What is meant by attachment in the social development of infants? b. Why is attachment behavior thought to be important emotionally to both infants and parents? c. What can parents do to encourage their infants' trust in others? d. Is there any evidence to suggest that mothers (women) are more competent in this role than fathers (men)? e. Is a breastfed infant more likely to develop a stronger attachment bond than nonbreastfed infants? f. In what ways might fathers become more directly involved in the infant attachment process? g. Can you give some examples of infant attachment behaviors from your observations of our guests? You may also wish to refer to Draper, Ganong, and Goodell's chart.	Brisbane, H. E. The Developing Child. 1980. P. 122. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 53, 66-67. Draper, M., & Draper, H. Caring for Children. 1975. Pp. 118-19. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. P. 106. Gomez, C. D. "Getting to Know You." Parents. March 1981. Pp. 73-76. Westlake, H. G. Parenting and Children. 1981. Pp. 27-28, 89. Yarrow, L. "Fathers Who Deliver." Parents. June 1981. Pp. 62-66.
5.2 - 6.2 Show film Everyone Rides the Carousel. Have students read about Erickson's theory as it applies to infancy. Discuss the theory's concepts of independence vs. dependence and trust vs. distrust.	Film: Everyone Rides the Carousel. Pyramid.
1.1 ○ ■ Set up for a series of small group laboratory activities that enable students to practice changing, bathing, and feeding (including formula preparation) infants, and putting them to bed. Provide a large doll as a baby substitute for each of the four activities. Demonstrate* the activities, and then have students practice them by rotating. Allow time for students to summarize the important ideas they have learned about caring for infants and how infants are dependent on care givers for basic needs. (cont.)	Guide to Bathing Your Baby. Newman-Fine. 1976. Baby Care Basics. Johnson & Johnson. 1980. Brisbane, H. The Developing Child. 1980. Pp. 138-61.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how the infants' optimum growth environment is achieved by the provision of physical care and safety.	1. Infants depend on their care givers to provide for their basic needs. (cont.)
	2. Protecting infants from harm requires care givers to be attentive and alert to the environment.

Learning Activities	Resources
*A student nurse or other professional might be invited to present some of these demonstrations.	Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 64-71. Fomon, S. Recommendations for Feeding Normal Infants. DHEW Publication No. (HSA) 79-5108. 1979. Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 140-55. Pocket Guide to Babysitting. DHEW Publication No. (OHDS) 79-300-45. 1976.
1.2 Write the following questions on the chalkboard: a. How dependent on their respective parents are Jamie, Ethan, and Marlon? b. What basic needs of the infants are being met by their respective parents? c. How do the infants communicate their desires to parents? Prepare students for viewing the following sparsely narrated film by asking them to keep the three questions in mind, and closely observe the infant-parent interaction. Show film The First Two Months and then discuss the questions.	Film: The Child: The First Two Months. McGraw-Hill.
2.1 Complete activity 1.2, above. Discuss the following additional question. In what ways were the parents attentive and alert to the infants' surroundings in order to protect them from harm?	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how the infants' optimum growth environment is achieved by the provision of physical care and safety.	2. Protecting infants from harm requires care givers to be attentive and alert to the environment. (cont.)
	3 Parents' knowledge of basic ways to handle symptoms of illness in infants and to deal with emergencies contributes to the provision of an optimum growth environment.

Learning Activities	Resources
2.2 Make available a variety of references dealing with infant safety in the home. Have students research this subject, and then design and set up a bulletin board display on infant safety in the home and at a well-baby clinic, a pediatrician's waiting room, a local public library, or a classroom.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 55-56, 90-100, 129-30. Draper, W., & Draper, H. Caring for Children. 1975. Draper, T., Gamong, M., & Goodell, W. See How They Grow. 1980. Pp. 77-79, 124-25. For Kids' Sake. Consumer Product Safety Commission. Publication No. 75-630-9. 1979. Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 168-73. Protecting Infants and Toddlers from Accidents. Procter & Gamble. 1978.
3.1 Invite a parent and infant and a Red Cross representative or school nurse to class for a miniworkshop on how parents can cope with infants' illnesses and health emergencies. Assign students to do some follow-up reading before preparing a list of important ideas on this topic for their future reference as babysitters and/or parents.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 77-80. Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 168-69. Project Guide to Babysitting. DHEW Publication No. (OHDS) 79-30045. 1978. Pp. 44-47.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can ---describe how the infants' optimum growth environment is achieved by the provision of physical care and safety.	3. Parents' knowledge of basic ways to handle symptoms of illness in infants and to deal with emergencies contributes to the provision of an optimum growth environment. (cont.) 4. Periodic medical checkups throughout infancy can help assure infants' health and well-being.

Learning Activities	Resources
3.2 Report to students that over 8,000 infants die from Sudden Infant Death Syndrome (SIDS) each year in the United States. Show film *After Our Baby Died* or *You Are Not Alone*, and then have students read the booklet. Discuss these facts: ---The condition is as yet unexplained and unpreventable. ---There should be no blame, no fault, and no guilt attached. ---Support and comfort is available to the families involved. ---For the parents, grief and mourning is inevitable. ---Relatives and friends of the parents need to be educated about the condition.	Film: *After Our Baby Died*. National Audio Visual Center. (Rental) Film: *You Are Not Alone*. DHEW--Public Health Service. (Free) (Ordering information on p. 248 for both films.) *Crib Death. Sudden Infant Death Syndrome.* DHEW Publication No. (HSA) 79-2002. *Teachers' Reference: Subsequent Child.* DHEW Publication No. (HSA) 76-5145.
4.1 Invite a family practitioner, pediatrician, pediatric nurse, school nurse, or public health nurse to class. Have the guest present a simple discussion on the following: ---suggested frequency of routine infant medical checkups ---what to expect during these checkups ---what parents can do to prepare for infant medical checkups ---types of questions parent should ask ---infants at greater health risk, e.g., premature and low birth weight infants, and those with physical and/or mental defects ---immunization schedule for infants ---description of how immunization works and what diseases are involved ---keeping records of infant medical care Allow time for students to ask questions. Summarize. OR	Draper, M., & Draper, H. *Caring for Children.* 1975. Draper, M., & Draper, W. *The Caring Parent.* 1983. Pp. 56-57, 76. *Family Medical Record.* National Foundation--March of Dimes. Hildebrand, V. *Parenting and Teaching Young Children.* 1981. Pp. 166-67. *Parents' Guide to Childhood Immunization.* DHEW Publication No. (OS) 77-50058. 1977.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how the infants' optimum growth environment is achieved by the provision of physical care and safety.	4. Periodic medical checkups throughout infancy can help assure infants' health and well-being. (cont.)
	5. Providing a wide range of safe objects and events for infants to investigate through their senses encourages learning.
---recognize that parents communicate with infants through sound or touch or visual stimuli.	1. Parents help infants become acquainted with their environment when they cuddle, kiss, stroke, sing, and talk to them.

Learning Activities	Resources
4.2 Divide class into groups, assigning each one or more of the topics listed in activity 4.1. Have groups prepare short presentations on their topic(s), using the references in the resource column. Give reports in class and discuss.	Pomeranz, V., & Schultz, D. "Tips on Trips to the Doctor's Office." Parents. March 1979. P. 30. Saltman, Jules. Immunization Protection against Childhood Diseases. Public Affairs Pamphlet No. 565. 1978.
5.1 Divide class into six groups: Group 1--Parents as objects, specifically touching, holding, and facial gestures Group 2--Bright moving objects Group 3--Parents' voices Group 4--Musical sounds Group 5--Food Group 6--Rocking Have groups read the references for information on their topic, and then prepare a report on how their topic can be used to encourage infants to learn via their senses. Allow time for each group to report findings. Summarize, stressing the enjoyment and safety aspects of objects and events suitable for infants.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 279, 303-32. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 55-56, 82-100. Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 192-99. Stimulating Baby Senses. HEW Publication No. (ADM) 77-481. 1978.
1.1 Ask students, "How do parents communicate with their infants?" Have them keep this question in mind as they view the film From Birth to Walking: Developing Child. Brainstorm ways in which the parents in the film communicated with their infants. Discuss how these forms of parent-infant communication might have aided the infant in becoming more acquainted with his/her environment. Assign students a follow-up reference to read.	Film: From Birth to Walking: Developing Child. AIS. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 66-72. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 94-100.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that parents communicate with infants through sound or touch or visual stimuli.	1. Parents help infants become acquainted with their environment when they cuddle, kiss, stroke, sing, and talk to them. (cont.)
	2. The behavior infants learn is influenced by the expectations and attitudes of their parents and other care givers.
---explain how guiding infants' behaviors involves provision of a safe, consistent environment.	1. Effective guidance of infants' behavior involves anticipating potential problems and diverting or redirecting infants' attention.
	2. Parental consistency in setting limits helps infants to recognize the behavior expected by parents.

Learning Activities	Resources
1.2 Have students write a brief article in popular magazine format on ways parents can help infants become acquainted with their environment.	McCall, R. B. "Supertoy: How You Amuse Your Baby." Parents. March 1981. P. 95.
2.1 Assign students to read references. Discuss the following: ---the four major influences on human behavior: innate learning abilities, temperament, life experiences, and health status ---how different American subcultures reflect differing parental expectations and attitudes with respect to infant care, and how these differences show up in comparative studies of children's behavior ---how some parents might have differing expectations based on the sex of their children, and how this may be observed in children's behavior	Brisbane, H. E. The Developing Child. 1980. P. 122. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 274-75. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 102-4. Teacher references: Development of Mental Health in Infancy. DHHS Publication No. (ADM) 80-062. 1980.
2.2 Arrange a schedule for class to visit infants in their homes or infant day-care center. Distribute handout "Infant Behavior" (Appendix B-1) prior to the visit. Question students' understanding of the handout assignment. Allow time for students to share findings, and then have them state, in round-robin fashion, one idea they acquired about how infants learn behavior from parents (care givers).	"Infant Behavior." Appendix B-1.
1.1 Set up classroom reading centers on various topics related to infant safety, including falls, poisons, burns, swallowing foreign objects, and automobile travel. Show the film Accident Prevention or a similar film depicting how parents of infants can avoid conditions that lead to infants being involved in accidents. Assign students some follow-up reading. Summarize in terms of the generalizations.	Film: Accident Prevention. Rocom. Alternative Film: 250,000 Ways to Destroy a Child's Life. (Poisons around the home) Mar/Chuck.

(cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how guiding infants' behavior involves provision of a safe, consistent environment.	1. Effective guidance of infants' behavior involves anticipating potential problems and diverting or redirecting infants' attention. (cont.)
	2. Parental consistency in setting limits helps infants to recognize the behavior expected by parents. (cont.)
---recognize that showing love and affection to infants through caring for them and responding to their signals of distress helps develop trust.	1. Parents who are relaxed, content, and comfortable in their role help establish infants' sense of security.
	2. Satisfying infants' basic needs and responding to their signals of distress encourage them in developing a sense of trust.

Learning Activities	Resources
	Barman, A. Your First Months with Your First Baby. Public Affairs Pamphlet No. 478. 1979. See resources listed for learning activities 2.1-2.2, P. 47.
1.2 - 2.2 ○ Show film The Child: 2 to 14 Months. Distribute handout "Guiding Infants' Behavior" (Appendix B-2) and ask students to complete the assignment. Summarize findings, focusing on the issues raised in the generalizations.	Film: The Child: 2 to 14 Months. McGraw-Hill. "Guiding Infants' Behavior." Appendix B-2.
1.1 Distribute handout "Parenting Infants" (Appendix B-3). Divide class into small groups. Have each group consider the case studies and then discuss the issues raised. Ask groups to each write a case study to illustrate individuals who are relaxed and comfortable in their parenting role with infants. Share results.	"Parenting Infants." Appendix B-3.
2.1 Ask students to work in pairs to tape several infants crying, and then write a paragraph describing the circumstances surrounding the infant-crying incidents. Assign class to listen to the tapes, and comment on what it thinks each baby is trying to convey. Discuss ---how infants use crying to convey messages to parents about illness and needs for basic care, love, and physical closeness ---how most parents develop an ability to distinguish between their infant's types of cries ---how infants use other means to convey signals of distress such as clinging, mood changes, and, for some older infants, words ---if always responding quickly to an infant's apparent distress signals leads to a "spoiled" child ---how parental attention is important in helping infants develop a sense of trust ---the consequences of infants being deprived of parental or care giver attention ---the lack of evidence to support the notion that women are innately better able to provide infant care than men	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---relate management of resources to the demands of caring for infants.	1. If expectant parents plan for the impact of their baby's arrival on family resources, satisfying and effective parenting is more likely to result. 2. The demands of infant care are more likely to be met if parents cooperate in managing resources, making flexible plans, and frequently reviewing progress toward goals.

Learning Activities	Resources
1.1 Refer to Sexuality and the Adolescent, pp. 170-73, and Appendices C-11 and C-12.	Schultz, J., et al. Sexuality and the Adolescent. 1981. Pp. 170-73, 237-40.
2.1 ☐ Invite a panel of "new" parents to class. Have students submit, ahead of time, questions related to the impact of the baby's arrival on family management. Distribute the questions to panel members prior to their visit. Introduce panel members to class, and lead off discussion by inviting the panel to share the following: a. In what ways have your lives changed as a result of baby's arrival? Cues might include time reorganization, family budget, involvement with other family members, personal energy, work routines, activites outside home, and vacation plans. b. How have you and other family members generally coped with these changes? c. Have you experienced some problems that you and your family did not anticipate? d. What are some positive things that have occurred to your family's management practices as a result of baby's arrival? e. Address the following question to parents with more than one child. What family management ideas did you learn as first-time parents that have been successfully applied to your present situation? Invite students to ask questions. Close class meeting with a brief summary of important resource management ideas that emerged from the discussion.	Sources of "new parents" might include Lamaze groups and LaLeche League.
2.2 Have students work in small groups to consider each case study in relation to what they have learned about the impact an infant's arrival has on family management. Ask groups to recommend ways each family might effectively adjust to the infant in its life.	Infant Care. DHHS Publication No. (OHDS) 80-30015. 1980. Pp. 55-57. So You're Going to Be a New Father? DHEW Publication No. (OHDS) 76-30028. 1976.

(cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---relate management of resources to the demands of caring for infants.	2. The demands of infant care are more likely to be met if parents cooperate in managing resources, making flexible plans, and frequently reviewing progress toward goals. (cont.)

Learning Activities	Resources
Case 1 Mary and Chuck Rhinehart are a young married couple. Six years ago they started their small corn, soybean, and hog farming operation. Like many young farmers, they are heavily in debt. Mary works part time as a substitute elementary teacher in a school district about 20 miles from home. Chuck works seasonally as a seed distributor. Both are active in church and community activities. Their first child was born three days ago. Case 2 Juanita and Jose Gonzales have twin boys, age one week. The multiple birth was a complete surprise, and they are still both shocked and delighted. Their eldest child is four and attends nursery school. Jose has been granted paternity leave from his employer, although he is not accustomed to sharing the home-making activities with Juanita. Prior to the birth of the twins, Juanita was a clerk in a department store. Home is a small, two-bedroom, rented apartment. They don't have enough money for a down payment on a home.	Spencer-King, J. "A New Mother's Diary: The First Week at Home." Parents. May 1979. Pp. 62-67.
2.3 Ask class to write a case study about a couple living in your community who is expecting a first child. Assume the couple's total yearly income approximates that of a below-average American family income. Brainstorm expenses associated with pregnancy, childbirth, and infant care from birth to one year of age. Have students research costs involved per item. Prepare a bulletin board depicting the projected costs for the family concerned. Ask students to identify ways to substitute money expenditures with other resources. See resource column for references.	Guide to Budgeting for the Young Couple. U.S. Department of Agriculture. Home & Garden Bulletin No. 98. 1977. "Cost of Having a Baby." Forecast for Home Economics. February 1980. P. 53. Tilling, T. "Your $250,000 Baby." Parents. November 1980. Pp. 83-87.
2.4 Show either film Two to Get Ready or Adapting to Parenthood, and then discuss the impact of an infant's arrival on family resources.	Film: Adapting to Parenthood. Polymorph Films.

(cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---relate management of resources to the demands of caring for infants.	2. The demands of infant care are more likely to be met if parents cooperate in managing resources, making flexible plans, and frequently reviewing progress toward goals. (cont.)

Learning Activities	Resources
	Film: Two to Get Ready. National Audio Visual Center. Teacher Reference: (for Two to Get Ready) Footsteps: Home Viewer Guide. DHEW Publication No. 0-277-869. 1978. Alternative Filmstrip: #1 "The Economics of Parenthood" from Understanding Parenthood. Parents' Magazine Films, Inc.

The student can describe the application of parenting skills in relation to the age level of the developing child.

TODDLER

Subcompetencies: Page

The student can

---summarize the physical, mental, social, and emotional growth and development that occur from ages one to three (the toddler stage). 64

---describe how parents can provide an environment that fosters the growth of increased independence for toddlers. 68

---explain how effective communication with toddlers involves providing experiences that encourage language development. 70

---recognize that the goal of guiding the behavior of toddlers is to initiate beginning steps in self-discipline. 72

---relate how encouragement and praise reassure toddlers of the parents' love and affection. 74

---explain how managing resources aids parents to care for toddlers without undue fatigue and/or stress. 76

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages one to three (toddlers).	1. Toddlers learn to walk, talk, feed, dress, and toilet themselves.
	2. Toddlers' growing ability to talk reflects their developing intellect.

Learning Activities	Resources
1.1 Set up a time line bulletin board display depicting toddlers' month by month development from one to three years of age. Have students research toddlers' skill development, and then plot the acquisition of specific skills on the time line. This could be done by fixing, in the appropriate monthly positions, colorful magazine pictures with explanatory notes on 3 x 5 cards. Stress the time variation in what constitutes "normal" development. (Save information to use in activity 2.1, p. 179.)	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 127-28, 179-80, 203. Draper, M., & Draper, H. Caring for Children. 1975. Pp. 446-55. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 130-51. Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 203-30.
1.2 Have students look at their own baby books, home movies, and photographs, and interview parents to obtain information about the ages when they acquired the following skills: ---said their first word ---said their first sentence ---were weaned ---were toilet trained ---learned to walk ---dressed themselves ---fed themselves	
2.1 Have students tape an interview with toddlers. The following list might be used to guide students: a. What is your name? b. Are you a boy or a girl? c. Where do you live? d. Sing me a song, please. e. What is this? Show an object to the child. f. What games do you like best? (cont.)	Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 221-24. Murphy,, & Leeper, E. Language is for Communication. DHEW Publication No. (OHDA) 76-31035. 1976.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages one to three (toddlers).	2. Toddlers' growing ability to talk reflects their developing intellect. (cont.)
	3. Toddlers are interested in other children as playmates, although they tend to play alongside each other, rather than with each other.
	4. Parents are important people in toddlers' lives, and fears of separation and of strangers are strong. 5. Through relationships with family members, toddlers learn to cooperate with others. 6. Toddlers are self-centered, and as such their feelings and moods are intense and changeable.

Learning Activities	Resources
Have students play their tapes in class. Ask class to note whether the toddlers use single words, single sentences, longer sentences, or silence as replies to questions. Discuss the significance of the toddlers' speech in terms of how it reflects their developing intellect.	Spirit Master #6 & Interview Sheet/Verbal Ability. The Toddler. Butterick Child Development Series. 1976.
2.2 Assign students to read the pamphlet suggested in activity 2.1 or another reference on how individuals acquire spoken language. Show film Language Development, and then discuss it, stressing ---individual differences in onset and command of spoken language during the toddler stage ---the present inadequacies in our knowledge of how children acquire spoken language ---that children in all cultures appear to acquire language in the same way	Film: Language Development. McGraw-Hill. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 295-301.
3.1 Prepare a bulletin board display of colorful magazine pictures to illustrate toddler social development through play, i.e., solitary, onlooker behavior, parallel, and associative. Use the display to present a discussion on the play characteristics of toddlers and how these reflect continuing social development and individual differences.	
3.2 Distribute handout "Toddlers at Play" (Appendix B-4). Arrange a class period when children ages 1 1/2 to 2 years old are brought to school. Have students prepare for the visit by setting up various play activities such as toys, clay, and crayons. Allow children to play freely. Have students observe the children's play behavior while keeping their supervision unobtrusive. Allow time for students to complete the handout assignment and then discuss findings.	"Toddlers at Play." Appendix B-4.
4.1 - 6.1 Ask students to read the references or similar references on parental guidance of toddlers. Have students each observe a toddler and his/her parents at home, preferably for at least one hour. Ask students to prepare a written report that addresses	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 195-97.

(cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages one to three (toddlers).	4. Parents are important people in toddlers' lives, and fears of separation and of strangers are strong. (cont.) 5. Through relationships with family members, toddlers learn to cooperate with others. (cont.) 6. Toddlers are self-centered, and as such their feelings and moods are intense and changeable. (cont.)
---describe how parents can provide an environment that fosters the growth of increased independence for toddlers.	1. Providing toddlers with safe indoor and outdoor play opportunities will promote development of motor skills. 2. Parents need to consider their toddler's level of development when selecting play equipment.

Learning Activities	Resources
---how the child reacted when first introduced ---how the child reacted when the parents left you and the child to play together ---the child's mood over the observation period--was it consistent, fluctuating, or suddenly changed ---how the child responded to family members asking for his/her cooperation ---the ways parents are helping the child gain some independence ---the routines parents developed for the child--the purposes of these routines ---the kinds of verbal guidance parents gave the child ---how the parents described the way their toddler reacted to new situations, events, or objects	Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 254-66. Hymes, J. L. Enjoy Your Child: Ages 1, 2, and 3. Public Affairs Pamphlet No. 141. 1979.
4.2 Display large, colorful pictures of toddlers expressing - a variety of emotions. Have students write a one-page 6.2 story to explain why the toddler in each picture is displaying the emotion shown. Allow students to share stories. Discuss the characteristics of toddler emotional development by focusing on the issues presented in the generalizations.	
1.1 Set up a variety of reading materials in the classroom - for students to research the following: 2.1 ---the meaning of the term "motor skills" ---safe indoor play opportunities for toddlers ---safe outdoor play opportunities for toddlers ---how the identified opportunities assist toddlers to develop motor skills ---why parents need to consider their toddlers' level of development when selecting play equipment ---inexpensive play opportunities for toddlers, including homemade toys	For Kids' Sake. U.S. Consumer Products Safety Commission. Publication No. (CPSC) 75-630-9. 1979. Freese, A. S. Protecting Your Family From Accidental Poisoning. Public Affairs Pamphlet No. 459. 1978. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 94-98, 350-60.
1.2 Ask students to make a toy suitable for aiding toddlers' - motor skill development. Have the students demonstrate 2.2 the toys in class, explaining how they aid motor development. The toys can be donated to a toddler day-care facility.	Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 280-88. (cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how parents can provide an environment that fosters the growth of increased independence for toddlers.	1. Providing toddlers with safe indoor and outdoor play opportunities will promote development of motor skills. (cont.)
	2. Parents need to consider their toddler's level of development when selecting play equipment. (cont.)
	3. The provision of same-age playmates for toddlers fosters increased independence from parents and aids social development.
---explain how effective communication with toddlers involves providing experiences that encourage language development.	1. Toddlers model the language of others through imitation and repetition.
	2. Toddlers' language development is encouraged as parents talk, read, and use adult speech when naming the people, objects, and events toddlers encounter.

Learning Activities	Resources
	Toys: Fun in the Making. U.S. Consumer Products Safety Commission. Publication No. (OHDS) 79-30031. 1979.
2.3 Provide students with a variety of toy catalogs, and ○ have them cut out the pictures of play equipment they ■ consider suitable for toddlers. Ask students to justify their choices in terms of specific aspects of toddlers' development.	
3.1 Assign students to read about toddlers' social development. Discuss the following: ---why same-age playmates are important to toddlers' social development ---potential conflicts if toddlers' playmates are older, for example, siblings; relate discussion to differences in level of social development ---ways parents of an only child with no other children in the neighborhood could help their toddler develop socially ---guidelines for parents in handling toddlers' quarrels with same-age playmates	Brisbane, H. The Developing Child. 1980. Pp. 262-69. Brenton, M. Playmates: The Importance of Childhood Friendships. Public Affairs Pamphlet No. 525. 1978. Goodman, S. You & Your Child from Birth to Adolescence. 1979. P. 81.
3.2 Distribute handout "One-Year-Old Scholars" (Appendix B-5). Discuss the issues raised in the article about whether toddlers need formal early childhood education with other same-age children. Have class summarize its conclusions.	"One-Year-Old Scholars." Appendix B-5.
1.1 Arrange a schedule for students in small groups to visit - a public library or nursery school during toddlers' 2.1 storytime and/or have a children's librarian, an early □ childhood educator, or a speech therapist visit the class to discuss the following: (cont.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how effective communication with toddlers involves providing experiences that encourage language development.	1. Toddlers model the language of others through imitation and repetition. (cont.) 2. Toddlers' language development is encouraged as parents talk, read, and use adult speech when naming the people, objects, and events toddlers encounter. (cont.)
---recognize that the goal of guiding the behavior of toddlers is to initiate beginning steps to self-discipline.	1. Helping toddlers control impulses and moods is more easily achieved by using simple commands rather than lengthy explanations.

Learning Activities	Resources
a. theories about language development in toddlers b. if parents should correct toddlers' speech, why or why not c. visual media suitable for toddlers d. guidelines for selecting reading materials for toddlers e. suggestions to parents on how to encourage toddlers' language development; for example, listening and responding, frequently using "normal" language f. early speech defects such as slurring, lisping, and stuttering Assign students to select a book suitable for toddlers from the public library, and then read the story to a toddler. Allow class time for students to report on the experience, including the degree to which the toddler was able to recall story events and name the people or objects depicted.	
1.2 Have students make a picture book for use when baby- - sitting a toddler. Ask students to have the toddler 2.2 identify the pictures, and then try teaching the ◯ child a new word. Allow class time for students to share their experiences.	
1.1 Show filmstrip "Responsibility and Self-Reliance" and then assign students to read the references. Clarify students' understanding of effective parental guidance of toddlers and specifically ---how impulsive toddler behavior and temper tantrums reflect growing independence ---the need for care givers to resist becoming angry as a reaction to a toddler's tantrums or impulsive behaviors ---give examples of verbal guidance using simple commands, positive statements, and clearly stated behavior limits ---discuss the importance of applying rules consistently ---parents as role models	Filmstrip #1 of The Toddler Age Two to Three. Butterick Child Development Series. 1976. Brisbane, H. The Developing Child. 1980. Pp. 239-59. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 174-81, 186-87, 195-6. (cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that the goal of guiding the behavior of toddlers is to initiate beginning steps to self-discipline.	1. Helping toddlers control impulses and moods is more easily achieved by using simple commands rather than lengthy explanations. (cont.)
	2. When parents of toddlers establish, repeat, and consistently apply rules for expected behavior, self-discipline is encouraged.
---relate how encouragement and praise reassure toddlers of the parents' love and affection.	1. As toddlers are often ambivalent--eager to be independent, yet fearful of losing parental protection--parents need to provide continued reassurance.

Learning Activities	Resources
1.2 - 2.2 Review types of discipline presented in Major Competency A, activity 1.1-5.1 on p. 25. Have students complete the worksheet "Disciplining Toddlers" (Appendix B-6). Discuss the discipline styles in relation to helping toddlers control impulses and moods and encouraging the development of self-discipline.	Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 243-66. "Temper Tantrums." Parents. June 1980. P. 89. Hymes, J. L. Enjoy Your Child: Ages 1, 2, and 3. Public Affairs Pamphlet No. 141. 1979. Weissbourd, B. "Rituals and Routines." Parents. January 1981. P. 100. "Disciplining Toddlers." Appendix B-6.
1.1 Have students recall an occasion when they observed a toddler in a new situation that resulted in the child becoming quickly distressed. Examples might include a first professional haircut, a visit to the dentist, or a swimming lesson. Divide the class into small groups and role play these situations, focusing on how parents might react to each toddler's distress. Lead a class discussion on ways parents can offer continued reassurance to toddlers as they try new experiences.	Your Child's Fears. Ross Laboratories. G325. 1978. Books that Help Children Deal with a Hospital Experience. DHEW Publication No. (HSA) 78-5224. When Your Child Goes to the Hospital. DHEW Publication No. (OHDS) 79-30092.
1.2 Arrange for students to visit with a children's librarian and/or obtain toddlers' book materials on the types of subjects listed below from the public library: ---fears ---frustration ---new baby ---going to hospital	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 76-77, 201-2, 230-31, 312-13. Fontana, V. "Separation Anxiety." Parents. September 1979. P. 88.

(cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---relate how encouragement and praise reassure toddlers of the parents' love and affection.	1. As toddlers are often ambivalent--eager to be independent, yet fearful of losing parental protection--parents need to provide continued reassurance. (cont.)
	2. Parents who praise encourage toddlers as they struggle to acquire new skills.
---explain how managing resources aids parents to care for toddlers without undue fatigue and/or stress.	1. If parents manage resources effectively, they will be better able to provide for their own needs as well as those of toddlers.

Learning Activities	Resources
---crossing the street ---meeting a big dog for the first time ---staying overnight away from home ---meeting new children ---visiting the dentist Discuss how parents can appropriately use these materials with toddlers to help them better meet new situations. Have students suggest other strategies parents might use with toddlers in the specific situations listed above.	"Independence and the Tie that Binds." Parents. November 1979. P. 88. Weisbourd, B. "The Struggle for Independence." Parents. December 1979. P. 76.
1.3 Distribute handout "Overcoming Toddlers' Fears" (Appendix B-7). Show film Hairy Scary and then discuss it, using the issues presented in the handout as a guide.	Film: Hairy Scary. National Audio Visual Center. "Overcoming Toddlers' Fears." Appendix B-7.
2.1 Distribute handout "Giving Praise to Toddlers" (Appendix B-8). Have students work in pairs to decide how they might offer praise to the toddlers in each situation if they were the toddlers' parents. Ask students to share their ideas through role play. Discuss the meaning of Ginott's statement about praising children. Assign students to read the pamphlet for more ideas on giving praise to children. Have students identify ideas suitable for use with toddlers.	"Giving Praise to Toddlers." Appendix B-8. Sherzan, S., & Todd, J. 100 Ways to Say "Very Good." Iowa Council for Children. 1980.
2.2 Have students plan and implement a strategy for praising a toddler while babysitting. Ask students to report on the circumstances where praise was given, and how the toddlers reacted.	
1.1 Present an informal lecture on the mental health concerns common to parents of toddlers, including "time out" suggestions such as play groups, babysitting, and parent support groups. Parenting toddlers is a potentially stressful and exhausting experience. This is borne out in the toddler abuse statistics. Assign students to do some follow-up reading.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 104

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how managing resources aids parents to care for toddlers without undue fatigue and/or stress.	1. If parents manage resources effectively, they will be better able to provide for their own needs as well as those of toddlers. (cont.)
	2. If parents provide ample opportunities for toddlers to help and participate in family activities, learning to share responsibilities will be more easily accomplished.

Learning Activities	Resources
1.2 Have students investigate their communities for ways parents of toddlers might be helped to manage their resources so as to minimize fatigue and stress. Sources of information might include the telephone directory, the public library, the YWCA, family resource centers, and churches. Direct students attention (where applicable) to parents of toddlers in these situations: ---a single father on welfare living in inner-city public housing ---a newly-arrived Asian refugee couple who both work in a factory in a small Iowa town ---a farm couple with three children under five years of age ---a dual-career couple with a toddler and a child aged six ---a single, teen-age mother attending high school and living at home with her dual-career parents and younger brothers Allow class time for students to share findings. If a serious lack of suitable community resources is found, encourage students to express their concern through a letter to the local newspaper and contact with appropriate community leaders.	Weathers, A. "Baby-sitting Co-ops." Parents. February 1980. Pp. 26, 28. Weissbourd, B. "Planning a Play Group." Parents. October 1980. P. 102.
2.1 Have students interview parents of toddlers to determine ways toddlers can contribute to family activities. Assign students to write a one-page report on family activities suitable for toddlers, and how toddlers can be encouraged to directly participate.	
2.2 Have students read the handout "Job Training, Household-Help Division" (Appendix B-9) to identify specific ways toddlers might be encouraged to participate in household activities. Discuss ---how these opportunities help toddlers learn cooperation and develop self-confidence ---how some toddlers learn sex stereotyping by the types of job assignments given to them by parents	"Job Training, Household-Help Division." Appendix B-9.

The student can describe the application of parenting skills in relation to the age level of the developing child.

PRESCHOOL

Subcompetencies:

	Page
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages three to six (preschool years).	82
---recognize the importance of providing an environment for preschoolers that encourages social interaction, acceptance of responsibility, and participation in activities outside the home.	86
---explain the importance of parents communicating with preschoolers by listening and responding to their questions.	88
---recognize that preschoolers' behavior can be influenced through their desire to win approval.	90
---point out the importance of showing affection and love to preschoolers through praise and reassurance.	94
---describe how managing resources permits parents to adjust family routines to meet the needs of growing children.	96

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages three to six (preschool).	1. During the preschool years physical growth occurs at a slower rate than during earlier years; the fastest growing part of the body is the brain.
	2. Motor skills during the preschool years develop rapidly and overall coordination improves.

Learning Activities	Resources
1.1 Have students discuss the importance of exercise for developing muscles. Parallel this discussion with one on the importance of exercising the mind to stimulate mental growth. Ask students to list ways preschoolers can be encouraged to exercise memory. List on chalkboard or transparency. Discuss. Examples: ---retelling events "Tell me what you did at Sunday school." ---creating stories "Let's look through this picture book and not read the words. You tell me a story about the pictures you see."	Brisbane, H. The Developing Child. 1980. Chapter 14.
1.2 Ask students to define "Building Blocks for Learning," encouraging them to differentiate between activities that encourage mental growth and those that encourage physical growth. Have students work in pairs to generate ideas for both. Record ideas on transparency or chalkboard. Compare and discuss results with class. Examples: Physical: ---jumping; ---running; ---swimming; ---skating Mental: ---counting; ---sorting objects by color, size, type, function; ---singing	Kindergarten Ahead. Cooperative Extension Service, Iowa State University. Pm 784. 1979.
2.1 ○ ■ Divide class into two groups to identify toys and activities that encourage motor development. Assign one group to large motor and the other to small motor development. Have each group present ideas to the class using pictures of the toys that have been identified and descriptions of the activities.	Discovering a Child's World of Toys. Cooperative Extension Service, Iowa State University. Pm 714. 1979.
2.2 ○ Ask students to identify a list of physical activities 3-6-year-olds are interested in doing, and then associate toys that can encourage motor development to each of their interest areas. Discuss. Using these ideas ask students to brainstorm ways parents can facilitate the development of motor skills.	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages three to six (preschool).	3. Preschoolers are able to intellectualize broad classifications, but they find it difficult to grasp abstract concepts.
	4. During the preschool years the child begins to feel and express emotions such as love, anger, fear, jealousy, rivalry, and aggression.
	5. The preschooler is beginning to initiate new relationships with adults and peers outside the family while learning to adjust to others' needs and personalities.

Learning Activities	Resources
3.1 Assign to each student the collection of ten household items that would be acceptable play objects for preschoolers. Have students bring to class and sort by shape, color, and number. Have students work in groups of three, each student assigned to one of the concepts, and write questions that could be used with the sorted objects to help preschoolers develop their abilities to classify. Examples of questions: ---Look, Jill. Here is a round coffee can lid. Here is a square baking pan. Which one is square? ---Look, Jack. This is a red plastic cup. This is a yellow plastic cup. Which one is yellow? ---Look, Susan. Here are three measuring spoons. Here are four measuring cups. Which has three? Which has four?	Abidin, R. R. Parenting Skills Trainer's Manual. 1976. P. 113.
3.2 Show filmstrip "Thought." Discuss how children's thought processes become gradually more complex and more organized.	Filmstrip #4 of The Preschooler. Butterick Child Development Series. 1976.
4.1 Have students give examples of situations in which a preschooler would be likely to express emotions. Discuss how parents might react to each of the situations. Have students indicate if they agree or disagree with the stated parental reaction. (See Appendix B-10 for student activity sheet or transparency master.)	Mack, J. Early Childhood Development and Education. 1975. P. 43. "Preschoolers Express Emotions." Appendix B-10.
4.2 Show filmstrip "Emotional Development." Discuss how the strong emotions of preschool children are sometimes more than they can handle. Parents must accept these feelings and help their children express these emotions constructively.	Filmstrip #2 of The Preschooler. Butterick Child Development Series. 1976.
5.1 Have students name various adults and peers outside the family with whom preschoolers interact, and discuss ways in which positive relationships can be encouraged, e.g.	

(cont.)

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages three to six (preschool).	5. The preschooler is beginning to initiate new relationships with adults and peers outside the family while learning to adjust to others' needs and personalities. (cont.)
---recognize the importance of providing an environment for preschoolers that encourages social interaction, acceptance of responsibility, and participation in activities outside the home.	1. Because preschoolers need order in their lives, parents can help to create a positive environment for preschoolers by organizing routine daily activities.

Learning Activities	Resources
---neighbors. Talk to them, learn to say "Hi, what are you doing?" ---mailman or mailwoman. "Did you bring our family any mail today?" ---babysitter. Deliver a handmade craft or drawing. "I want you to have this, I made it for you."	
5.2 View film First Friends. Discuss ways children in the playground situations interacted with each other.	Film: First Friends. McGraw-Hill. (Available through Iowa Films, #S48596.)
1.1 Have students identify daily household activities parents do and then activities preschoolers might do. Using these two lists, have students develop a time schedule for the activities in relation to the types of families listed below. Discuss the importance of organizing routines for preschoolers. ---single parent working outside of the home ---two parents, both working outside of the home ---two parents, one working outside of the home, one primarily responsible for care of the preschooler	
1.2 Ask students to react to the following comment made by a parent about his/her preschooler: --"Lynn is so messy. Toys are all over the house and never put away. I get so tired of picking up toys and clothes. Nothing ever seems to get done around here. I never get any time to myself. It really makes me angry." Discuss the following questions: a. How is Lynn's self-concept likely to be affected by the parent's attitude? b. What are some things that Lynn and her parents could do to help eliminate the messy appearance of the house? c. Should parents handle this problem differently for boys and girls? Why or why not?	Helping Children Learn Who I Am (Birth to Five.) Cooperative Extension Service, Iowa State University. Pm 794. 1979.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize the importance of providing an environment for preschoolers that encourages social interaction, acceptance of responsibility, and participation in activities outside the home.	2. When parents provide opportunities for preschoolers to interact with other children, social development and readiness for school are encouraged.
	3. Parents can assist the further development of sex-role identity for preschoolers through adult role modeling, provision of varied play activities, and assignment of household tasks.
---explain the importance of parents communicating with preschoolers by listening and responding to their questions.	1. When parents provide opportunities for preschoolers to express ideas and ask questions they encourage language and intellectual development.

Learning Activities	Resources
2.1 Have students define "preschoolers' play" and discuss the importance of interaction with other children. Have students work in groups to create lists of opportunities parents can take advantage of in order to encourage social interaction. Combine lists and discuss in large group. Lists will vary among communities. Examples: ---nursery school ---church school/Bible school ---public library preschool activity ---parks and recreation program	
2.2 Arrange for students to observe preschoolers in play activities for a period of time in an early-childhood center. Ask students to record the types of the preschoolers' interaction and determine which types occur most often (Appendix B-11). Discuss how readiness for school and social development are being encouraged.	"Preschool Play." Appendix B-11. Mack, J. Early Childhood Development and Education. 1975. P. 49.
3.1 Have students discuss the importance of role playing for preschoolers. Ask students to survey toys available in a local toy store and report on ten items that are especially suitable for role play. Discuss: ---How can this toy or game help a preschooler better understand a given adult role? ---Which household tasks are related to these roles? ---Which household tasks can be accomplished by a preschooler?	Nemiroff, J. Practicing Parenting. 1980. P. 44.
3.2 See The Decision to Parent, pp. 24-25.	Schultz, J., et al. The Decision to Parent. 1980.
1.1 Have students list ways parents can encourage language development. Divide class into four groups and assign one of the following broad areas to each: speaking, nonverbal expressions, listening, written communication. Discuss. What questions might preschoolers ask, based on the experiences?	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain the importance of parents communicating with preschoolers by listening and responding to their questions.	1. When parents provide opportunities for preschoolers to express ideas and ask questions they encourage language and intellectual development. (cont.)
	2. Preschoolers' ability to think and to understand their surroundings is dependent upon the parents' and/or care giver's receptiveness, patience, and responses to questions.
---recognize that preschoolers' behavior can be influenced through their desire to win approval.	1. Showing approval is an effective way for parents to guide preschoolers' behavior as they become less self-centered and desire to please others.

Learning Activities	Resources
1.2 Ask students to develop a game or toy for preschoolers that would encourage one of the four broad areas of communication identified in activity 1.1. Try out in class and use with preschoolers while babysitting, at home with siblings, or in a day-care center.	Making Puppets, Pm 712; Making Blocks, Pm 725; Making Puzzles, Pm 724: Cooperative Extension Service, Iowa State University. 1977.
2.1 Ask students to observe parents interacting with preschoolers in a grocery or department store. Have students rate the parents' receptiveness and degree of patience on a scale of 1-5, representing negative to positive. Ask students to record parents' responses to children's questions or comments. Have students report their observations in class, avoiding use of names of individuals observed. Discuss how the interaction may have helped or hindered the preschooler's ability to better understand their surroundings and think about ideas.	
2.2 Refer to activity 2.1 for list of children's questions or have class write down typical questions asked by preschoolers. Examples: ---Where did I come from? ---Why is this sponge hard and this one soft? ---Why do I have to drink milk? ---Why is the sky blue and the grass green? Divide class into groups, each group taking one or several of the questions to develop a three-minute lesson on how parents could clarify the concepts and answer the questions. Report back to class. Have class focus on the importance of answering questions.	Hildebrand, V. Parenting and Teaching Young Children. 1981. Pp. 308-10.
1.1 Have students interview their own parents or other adult relatives to develop a list of ways approval can be shown to preschoolers. Ask students to analyze their combined lists and discuss how forms of verbal approval are different from nonverbal approval. Examples: (cont.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that preschoolers' behavior can be influenced through their desire to win approval.	1. Showing approval is an effective way for parents to guide preschoolers' behavior as they become less self-centered and desire to please others. (cont.)
	2. Parental guidance of preschoolers' behavior may involve dealing with tantrums and physical aggression as they test limits and expand their understanding of appropriate behaviors.
	3. Parents who create a positive social environment with well-defined limits for acceptable behavior encourage preschoolers' ability to exercise self-control and exert independence.

Learning Activities	Resources
Verbal ---"I like it when you say, 'thank you'." Nonverbal ---Displaying art work on refrigerator door. Guide students in discussion that will help them understand the importance of each form and the interrelationship between them.	
1.2 Ask students to consider the following situations and decide ways in which behavior can be guided through verbal and nonverbal approval. Use photographs, pictures, or cartoons to illustrate situations if possible. Example: Preschooler pulling a cat's tail. Possible response: "Pet the kitty the same way you pet your stuffed Snoopy dog. It would make kitty and me happy if you would do that."	Nemiroff, J. Practicing Parenting. 1980. P. 58. What's a Parent to Do? A Program for Fathers and Mothers. Cooperative Extension Service, Iowa State University. Pm 544 a,b,c. 1972.
2.1 Discuss the importance of setting realistic rules and following through, if necessary, with punishments. Ask students to divide into four groups and write a set of rules that would be realistic for three, four, five, and six year olds. Ask students to differentiate between physical and nonphysical punishments and disciplines. Discuss reasons why preschoolers may exhibit aggressive behavior and have tantrums. Describe some ways parents can deal with this form of behavior.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 171, 186-91. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 171-73, 192-93.
2.2 ○ Have students practice the skill of setting limits for preschoolers. Use activity sheet, Appendix B-12, for individual handouts or transparency.	"Setting Limits for Children." Appendix B-12.
3.1 Have students work in groups to plan various activities for social interaction of children. Examples: ---birthday party ---piñata party (cont.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that preschoolers' behavior can be influenced through their desire to win approval.	3. Parents who create a positive social environment with well-defined limits for acceptable behavior encourage preschoolers' ability to exercise self-control and exert independence. (cont.)
---point out the importance of showing affection and love to preschoolers through praise and reassurance.	1. Because preschoolers are strongly dependent upon their parents for their sense of self-worth, their accomplishments need to be praised and reassurance needs to be given when mistakes are made.

Learning Activities	Resources
---halloween party ---hot dog party (or other favorite food) ---Hawaiian party Discuss the importance of carefully planning games, menu, time span. Have students give a party or help out with a preschooler's party. After the party(ies), discuss: ---Did all children participate in the games? Why or why not? ---Did the time plan work? Why or why not? ---Did children exhibit acceptable behavior? Why or why not?	
3.2 Have students discuss the differences between (1) preschoolers interacting socially with each other and (2) preschoolers interacting socially with adults at holiday gatherings, family functions, and community and religious events. Discuss how the preschooler can be encouraged to exercise self-control and exert independence in both types of settings.	
1.1 Have students relate situations in which preschoolers are in need of reassurance. Ask them to find pictures in magazines to illustrate these ideas. Ask the question: What would you say or do to comfort the child in the following situations? ---Child has broken a favorite toy ---Child is lost in a crowd ---Child has a skinned knee from a fall ---Child wakes up during a storm ---Child fears bedtime (record #10) Ask students to give examples of accomplishments typical of preschoolers' abilities. Let them tell how praise could be given. Examples: ---A child makes his/her bed ---A child helps set the table for dinner ---A child gives his/her parent a drawing	Nemiroff, J. Practicing Parenting. 1981. Record selection #10.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---point out the importance of showing affection and love to preschoolers through praise and reassurance.	1. Because preschoolers are strongly dependent upon their parents for their sense of self-worth, their accomplishments need to be praised and reassurance needs to be given when mistakes are made. (cont.) 2. Parents who nurture preschoolers through showing mutual love, trust, and respect for others help the child learn to accept nurturance and give it to others.
---describe how managing resources permits parents to adjust family routines to meet the changing needs of growing children.	1. When parents plan time schedules to include social activities for the preschoolers, disruption in family routine will be minimal.

Learning Activities	Resources
1.2 Show film I Love You when You Are Good. Discuss what parents can do to help their children feel loved and develop self-respect.	Film: I Love You when You Are Good. National Audio Visual Center.
2.1 Ask students to look for pictures of preschoolers who are helping others. Display them on a bulletin board in the form of a collage. Circle the illustrations with the concepts of love, trust, and respect.	
2.2 Ask students to discuss favorite toys and possessions that help teach preschoolers the concepts of nurturance. Examples: ---dolls and stuffed animals for boys and girls ---pets ---plants	
1.1 Ask students to develop a list of all the child-care and household tasks that need to be done in a family with a preschooler. Then have students assign the tasks to a daily time schedule. Ask students to consider the following questions: ---Which time slots are unassigned? ---How often have social activities for the preschooler been included? ---Have all family members contributed to the completion of responsibilities? Discuss how each of the following would influence the daily schedule devised by the students: ---family life-style ---day of week ---values ---income What implications do each of these have for planning social activities for the preschooler?	Nemiroff, J. Practicing Parenting. 1980. Pp. 77-80.

MAJOR COMPETENCY B: The student can describe the application of parénting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how managing resources permits parents to adjust family routines to meet the changing needs of growing children.	1. When parents plan time schedules to include social activities for the preschoolers, disruption in family routine will be minimal. (cont.)
	2. Parents who take time to teach preschoolers to perform tasks encourage skill development, thus enabling preschoolers to contribute to family routine.

Learning Activities	Resources

1.2 Ask students to describe various social activities for the preschooler. Consider the question, "How can social activities be combined with other household tasks?" Examples:

Social Activities	Dovetailing
---playing with puppets (imaginative play)	---giving the child a bath and washing with a puppet washcloth.
---baking cookies with a preschool friend	---making dessert for the family and filling the cookie jar
---summer water play	---watering the lawn and garden
---planning and planting a garden	---providing fresh produce for meals and snacks
---making cards and gifts	---contributing to family gift giving

2.1 Ask students to make a list of household tasks that could be accomplished by preschoolers. Ask students to try to remember examples of responsibilities they had before they started school. Examples:

---making their own bed
---giving the family pet water or food
---putting dirty clothes in the hamper
---putting toys away
---holding the door open for people to enter the house

Ask students to consider the following questions:

---How much time would it take to be taught this task? To do it?
---Is it reasonable to expect a preschooler to do the task without reminders?
---How much help would a preschooler need to accomplish the task?
---How can parents show approval as a reward for completing the task?

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how managing resources permits parents to adjust family routines to meet the changing needs of growing children.	2. Parents who take time to teach preschoolers to perform tasks encourage skill development, thus enabling preschoolers to contribute to family routine. (cont.)

Learning Activities	Resources
2.2 Have students prepare a three-minute lesson to be presented to the whole class on how to teach a preschooler to perform a household task. Have students select several tasks to role play or to actually teach to a preschooler. Opportunities to do this might take place while babysitting, working with a sibling, or in a day-care center. A bulletin board with the theme "Helping Hands" could include students' summaries of their lessons written on the outline of a hand. Each finger could represent a step necessary for accomplishing the task.	

The student can describe the application of parenting skills in relation to the age level of the developing child.

SCHOOL AGE

Subcompetencies:

	Page
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages six to twelve (school age).	104
---describe how receiving support and interest from parents aids school-age children to expand personal horizons.	108
---recognize that taking time to listen when the child wants to discuss concerns is important in communicating with school-age children.	112
---recognize that guidance and discipline of school-age children involves letting them become increasingly independent while protecting them adequately.	116
---identify how providing emotional support and continued physical closeness helps school-age children value self-worth and individual capabilities in themselves and in others.	120
---explain how managing resources aids parents in providing opportunities for school-age children to participate in an expanding environment.	122

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages 6-12 (school age).	1. A wide range of differences in growth patterns occurs among school-age children, with growth taking place in spurts and stops.
	2. Mental development of school-age children progresses from concrete operations, to complex classification, to beginning development of complex reasoning powers.

Learning Activities	Resources
1.1 Arrange for students to observe school-age youths in an elementary or middle school setting. The school playground or gymnasium provides a setting to observe activity, physical characteristics, and special interaction. Ask students to focus on the following questions: a. How do the proportions of body parts differ from earlier and later stages of growth? b. What are the differences in the rate of growth between girls and boys? c. Which activities encourage small-muscle and large-muscle development? Ask students to observe a boy and a girl, record their answers, and report back to class.	Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Chapter 17. I Am A Person (booklet #3). Cooperative Extension Service, Iowa State University. Pm 657c. 1975.
1.2 Ask students to blindfold themselves and prepare for a journey into their past. Ask them to try to remember what they looked like when they were 6-8, 9-10, 11-12 years old. Then ask what activities they were doing during these years. Remove blindfolds and discuss. Use worksheet, Appendix B-13, to help students associate various activities to physical abilities. The activity sheet may be used three times or the class may be divided to reflect the different age-span periods.	"How Well Can You Remember Way Back Then?" Appendix B-13.
2.1 Lecture on Jean Piaget's theory of mental development, focusing on the meaning of concrete operations. Help students understand that a school-age child's ability to interpret actual experiences will contribute to an ability to think abstractly and use symbolic logic. Ask students to investigate basic concepts related to school-age mental development and to identify activities or games that parents could use to help their children develop mentally. The following concepts and child's experiences are examples that can be used as the basis for an activity: Concept — Child's Experience Memory — "Tell me what you did when you visited your friend's house." Future — "Tell me how you will know when spring arrives." (cont.)	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 335-36. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Chapter 18.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages 6-12 (school age.)	2. Mental development of school-age children progresses from concrete operations, to complex classification, to beginning development of complex reasoning powers. (cont.)
	3. Behaviors of school-age children that reflect social development include choosing friends, belonging to groups, and further developing a sense of independence.

Learning Activities	Resources
Parts and whole — "Tell me if you like apples, oranges, and bananas. Do you like fruits?" Ask students to give examples of children's experiences for these additional concepts. Discuss ---hierarchy of classes ---substitutions ---numbers ---length ---dimensions	
2.2 ● Ask students to try to recall a time when their parents underestimated and/or overestimated their intelligence during their school-age years. Ask them to consider: ---Why weren't your parents able to accurately judge your intellectual abilities? ---What were your feelings toward you parents? Toward yourself?	
3.1 Ask students to consider ways in which parents can encourage social development in the school-age child. Discuss ways parents might handle the following situations: ---Jill, 7, and Jan, 8, are sisters and prefer to stay at home and play with each other rather than playing with other children in the neighborhood. ---Joe, age 11, has been best friends with Bill, age 9, for almost two years. Suddenly Joe refuses to play with Bill anymore. ---Bart and Ellen, fraternal twins, age 6, have frequent stomachaches in the morning and refuse to go to school. One generally becomes better suddenly and goes to school, leaving the other behind.	Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Chapter 19.
3.2 ○ Ask students to list ways in which school-age children choose friends and give examples of social groups to which belonging is important. Discuss. Consider how, from age 6-12, children's ways of choosing friends change, and how group activities, clubs, or youth organizations change as well.	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages 6-12 (school age.)	4. Emotional development is encouraged as school-age children experience success in chosen activities and other interactions in their environment.
---describe how receiving support and interest from parents aids school-age children to expand personal horizons.	1. School-age children develop a sense of responsibility as parents provide opportunities to manage money and to contribute to meaningful tasks within the home.

Learning Activities	Resources
4.1 Show filmstrip "Emotional Development." Discuss how school-age children are involved with more people and things and how they need to learn to express both positive and negative emotions in socially acceptable ways.	Filmstrip #3 of The School-Age Child. Butterick Child Development Series.
4.2 Review with students Erick Erickson's stages of social/emotional development. Focus on the importance of success for school-age children as they vascillate between industry and inferiority. Ask students to select a picture of a school-age child in an action setting. Have them work independently or in groups to create a story behind the picture. Instructing them to use language typical of the school-age child, have them write or tell ---What is happening in the picture? ---Why is it hard to be doing this? ---What fears make me feel I can't succeed? ---Which past successes will help me to succeed? ---What new skills am I about to master?	
1.1 Review the steps in the decision-making process. Have students describe various family goals that could be reached more harmoniously if all members were involved in the decision-making process. An example goal might be to spend one week in the summer on a family camping trip. Ask students to list as many decisions as possible that need to be made in advance. Next ask them to consider which responsibilities the school-age child could accept in order to contribute to the success of the family vacation. Discuss the opportunities parents may need to ensure for the school-age child to succeed. How will the child feel when his/her contribution is made?	
1.2 Ask students to list all of the child-care and household tasks that they can think of and write on index cards. Have them sort the task cards into three groups, according to those that children aged 6-8, 9-10, and 11-12 could accomplish. Have students check those that may (cont.)	Money in Our Children's Hands. Cooperative Extension Service, Iowa State University. Pm 396. 1977.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how receiving support and interest from parents aids school-age children to expand personal horizons.	1. School-age children develop a sense of responsibility as parents provide opportunities to manage money and to contribute to meaningful tasks within the home. (cont.)
	2. Parental support of activities outside home and school, such as lessons, sports, hobbies, and organization, permits school-age children to expand personal horizons.

Learning Activities	Resources
involve money management. Discuss how parents could encourage the use of decision-making skills and efficient use of family financial resources. Examples: ---purchasing food and feeding the family pet ---checking with family members and returning all borrowed public library books before the due date, thus saving the expense of a fine Index cards could be used to make a bulletin board describing ---Things School-Agers Can Do To *help others *manage money *become responsible	Money Management: Children's Spending. Household Finance Corp. 1980.
2.1 Divide class into four groups. Ask students to develop a family sociodrama that will be presented to the class, giving them the following information about the wishes of school-age children: ---Group 1. Heather, age 10, wants to take guitar lessons. ---Group 2. Heidi, age 6, wants to belong to the school track team. ---Group 3. Twins Roy and Ray, age 8, want to collect insects. ---Group 4. Gary, age 7, and Ellen, age 9, stepbrother and sister, both want to join the scouts. Allow students to develop their roles without further information about family members' personalities, values, or access to financial resources. Encourage students to be creative. Discuss the following questions after each sociodrama is presented: ---How did the type of parental support affect the outcome? ---What new skills did each of the children want to learn? ---Do you agree or disagree with the parents reactions? Why?	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how receiving support and interest from parents aids school-age children to expand personal horizons.	3. Parents show interest in school-age children's activities through communication with school personnel and participation in school activities.
---recognize that taking time to listen when the child wants to discuss concerns is important in communicating with school-age children.	1. Parents who learn to listen without showing disapproval encourage school-age children to communicate more openly.

Learning Activities	Resources
3.1 Ask students to interview several parents of school-age children to discover what kind of school activities the parents attend. Have them report back to class. Create a list of possible school activities that may involve parents. Consider the following questions: a. Which activities are designed for both parents and school age children? b. What are the effects on the child and on the parents if parents do not participate in school activities? c. What are the alternatives if parents can't attend some or all school functions?	
3.2 Appoint a class representative to interview an elementary school principal or guidance counselor. Encourage the entire class through discussion to help develop an interview questionnaire. The following points might be included: ---How are parents informed about events? ---How are programs planned? What is included? ---What types of activities have taken place this year? If possible, invite several parents of school-age children, an elementary school principal, a teacher, and/or a guidance counselor to class to present their ideas on "parent-school communications."	
1.1 Pair students by sex, one female and one male, if possible. Ask one to take the role of the parent and the other the role of the school-age child in the following three-minute exercise. a. The parent is to look away from the child and offer no response while pretending to become involved in doing something, e.g., reading, cooking, weeding. b. The child is to talk to the parent, telling about a personal idea, wish, problem, or concern. c. After three minutes the parent must give a verbal response. Reverse the roles and repeat. Ask students to discuss the following questions: (cont.)	I Am A Person (booklet #5). Cooperative Extension Service, Iowa State University. Pm 657e. 1976.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that taking time to listen when the child wants to discuss concerns is important in communicating with school-age children.	1. Parents who learn to listen without showing disapproval encourage school-age children to communicate more openly. (cont.)
	2. Parents who take time for frequent interaction with school-age children, other than for disciplinary reasons, assist them in facing problems.

Learning Activities	Resources
a. How did you feel when you were the child and seemed to be ignored? Did you run out of things to say before the three minutes were up? b. When you were the parent, did your activity interfere with your ability to concentrate? How would you rate your response, disapproving or encouraging?	
2.1 Adapt the exercise described in activity 1.1. This time the parent is to give the child undivided attention while responding both verbally and nonverbally. Reverse roles and repeat. Ask students to discuss the following questions: a. Considering the attention span of school-age children, do you think they would want more than three minutes of a parent's time in a single sitting? b. Do you think three minutes of a parent's time is an unreasonable amount to help a child with a problem? How many three-minute interactions would be necessary in a typical day? How do you feel about this amount? c. What are some of the reasons why parents find it difficult to communicate with school-age children?	
2.2 Ask students to read about typical concerns school age children have at various age levels. Divide class into groups, one for 6-8-year-olds, 9-10-year-olds, 11-12-year-olds. Have each group interview several parents, asking the following questions: ---What topics did your child want to know more about at age ___? ---According to your best memory, describe the time of day, event, etc., when your child asked about these topics. ---How did you react? Compile information. Report back to class.	Dear Mom and Dad: Notes from Me to You about My Fears Six through Ten. Cooperative Extension Service, Iowa State University. Pm 828c. 1978.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that guidance and discipline of school-age children involves letting them become increasingly independent while protecting them adequately.	1. Effective guidance and discipline of school-age children involves clearly stating rules and changing them as children become increasingly competent.
	2. When parental discipline is consistent and firm, school-age children are more likely to accept the consequences of their behavior.

Learning Activities	Resources
1.1 Lecture about the importance of setting limits that emphasize the "do's" rather than the "do not's." Help students to see how independence and initiative can be encouraged if rules are stated clearly but changed as the school-age child becomes more competent. Ask students to state a set of rules designed to guide behavior of 6-8-year-olds. Adapt the rules for 9-10-year-olds and 11-12-year-olds. Have students observe the following points in stating limits: a. Try to put the child's thoughts into words b. Make the rule. State it simply. c. Let the child know you understand his/her feelings. d. Give alternatives. Discuss the importance of both parents agreeing on stated rules.	Nemiroff, J. Practicing Parenting. 1981. Record selection #7. Pp. 53-61.
1.2 Using the limits stated and generated by students in activity 1.1, ask students to role play the following situations: ---David wants to play "family vacation" and paddle the canoe on the pond. ---Ann wants to wear her new bikini to grandma's house for Sunday dinner. ---Eva wants to read in bed with her new flashlight after 10 p.m.	
2.1 Ask the students to react to the following case studies: ---John, age 12, has been told to play softball outdoors and that throwing the ball inside the house was not safe and was against the rules. John and his friend were playing catch in the family room and broke the picture window, which will cost $300 to replace. ---Mary needed some money to buy a record album but had spent her savings. She took her mother's purse and went to the shopping center on her bike. She was so excited when she got the record she must have left the purse on the counter in the store. She didn't realize she had lost the purse until after she got home and several hours had passed. (cont.)	Nemiroff, J. Practicing Parenting. 1981. Pp. 53-61. Record selection #8 and #9.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that guidance and discipline of school-age children involves letting them become increasingly independent while protecting them adequately.	2. When parental discipline is consistent and firm, school-age children are more likely to accept the consequences of their behavior. (cont.)
	3. When parents point out guidelines are established for protection and safety, school-age children tend to accept the guidelines willingly.

Learning Activities	Resources
Discussion questions: ---How do you think these two should be disciplined? ---Do you think they knew what the consequences would be for their misbehavior?	
2.2 Show film Spare the Rod. Discuss the different types of disciplinary techniques presented and the guidelines suggested for deciding which to use.	Film: Spare the Rod. National Audio Visual Center. Brisbane, H. The Developing Child: Teacher's Guide. 1980. P. 137.
3.1 Ask students to list potential hazards around the (1) house, (2) play yard, and (3) neighborhood. Divide the list into the three categories and group students to generate guidelines to ensure safe play for each. Role play a parent explaining a guideline from each category to the school-age child. Discuss the following after each role play: ---Did the parents explain guidelines were established to ensure safety? How was this treated? ---Describe the child's reactions to parental guidelines. Did the children accept the rules willingly? Why or why not? ---How might the attitudes of peers influence a child's acceptance of parental guidelines?	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 90-102. Nemiroff, J. Practicing Parenting. 1980. Pp. 48-49.
3.2 Encourage students to develop posters illustrating safety after school. Categories might include: ---teaching safety concepts to handicapped children ---home safety check ---dangerous house and garden plants ---self-discipline and safety for the latch-key child Distribute posters to elementary schools to be displayed.	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---identify how providing emotional support and continued physical closeness helps school-age children value self-worth and individual capabilities in themselves and in others.	1. Parents need to be attuned to school-age children's abilities and to give praise whenever possible.
	2. Parents of school-age children can participate in teaching them to handle success and to lose graciously by giving emotional support in both instances.

Learning Activities	Resources
1.1 Have students describe abilities that are developed during the school-age period. Discuss. Divide class into three groups to list abilities for 6-8-year-olds, 9-10-year-olds, 11-12-year-olds. Ask each group to give examples, on large newsprint or transparency, of what parents might say to praise their child's behavior. Examples: ---Six- to eight-year-olds Child: makes his own bed Parent: "Joe, you did a nice job making your bed today." ---Nine- to ten-year-olds Child: Participates in walk-a-thon for charity Parent: "Good job, Sally. The money you brought in will help a lot of people." Discuss typical responses to praise by the school-age child and how this praise can help the development of self-worth.	Simon, S. I Am Lovable and Capable. 1973.
1.2 Show film I Love You when You Are Good. Discuss how parents can help their children feel loved and develop self-respect.	Film: I Love You when You Are Good. National Audio Visual Center.
2.1 Ask students to develop ideas for a school-agers' talent show that could be a part of a school-age child's birthday party or other type of social setting. Points in the plan might include ---ways parents can encourage school-age children to develop individual talents ---types of emotional support parents can give their children ---ways parents can explain that the goal of participation is neither success nor failure, but is instead pride in knowing a best effort has been made If possible, have students carry out the plan in a day-care setting or in conjunction with an elementary school nearby.	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---identify how providing emotional support and continued physical closeness helps school-age children value self-worth and individual capabilities in themselves and in others.	2. Parents of school-age children can participate in teaching them to handle success and to lose graciously by giving emotional support in both instances. (cont.)
	3. Parental displays of affection in public may embarrass school-age children, but open expressions of affection within the home environment contribute to a sense of security.
---explain how managing resources aids parents in providing opportunities for school-age children to participate in an expanding environment.	1. Managing the human resources of energy and time is necessary as parents facilitate school-age children's participation in out-of-school activities.

Learning Activities	Resources
2.2 Ask students to survey parents about their attitudes toward winning and losing. Do parents' attitudes differ when their children are involved competitively? How do they offer emotional support to their children after a win/lose experience? Compile information. Present to class. Discuss.	
3.1 Have students interview school-age children about their feelings when parents are affectionate with them. Does it make a difference if affection is expressed in public, around friends, or alone at home? Divide class so that children in the 6-8, 9-10, and 11-12 age groups are interviewed. Are there differences in feelings among these groups? What are ways of expressing affection? Are they generally verbal or nonverbal? What overriding emotion occurs if children are not given enough affection?	Simon, S. "Have You Touched Anyone Lately?" Reader's Digest. May 1980. Pp. 201+.
3.2 Identify and discuss various television shows that focus on families with school-age children. Ask students to view one of these programs and be prepared to present a discussion on what happened when the parent was affectionate toward the child. a. What was the child feeling at the time? b. What was the parent feeling at the time? c. In what way was affection expressed? d. Do you agree or disagree with the parents'/child's actions? Why? Ask students to report on differences among cultures regarding ways families express affection toward family members.	
1.1 Have students obtain an extracurricular activity schedule from a nearby elementary and/or middle school. Have them list the various activities that school-age children can become involved in, and add to this list additional nonschool activities: scouts, music lessons, church, paper routes, little league, various part-time jobs, community youth programs, Big Brothers, etc. After a complete list has been generated, ask students to identify ways parents can facilitate their children's participation. Discussion points: (cont.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how managing resources aids parents in providing opportunities for school-age children to participate in an expanding environment.	1. Managing the human resources of energy and time is necessary as parents facilitate school-age children's participation in out-of-school activities. (cont.)
	2. Financial planning by parents can facilitate participation by school-age children in activities that promote development of expanding interests and skills.

Learning Activities	Resources
---Which activities can children participate in without the need of transportation? ---Which activities will require financial assistance from parents or other sources? Which do not? ---Which activities can help children learn to manage money? ---Which activities require the most time and energy from parents? Which do not?	
1.2 Ask students to interview parents and find out how time and energy can be spent to facilitate their children's participation in various out-of-school activites. Have students develop a "time and energy" plan to include with a report on "If my child were 6-8, 9-10, 11-12 years old . . . ."	
2.1 Have students generate a list of typical school-age children's activities or use list developed in activity 1.1. Ask them to investigate the costs involved with each activity for six months. Consider dues, supplies, clothing, transportation, equipment, etc. Discussion points: a. What factors influence parents' decisions about their children's out-of-school activities? b. How can financial planning or setting aside money for the cost of activities help parents fulfill their role? c. What responsibilities can children assume for their own participation? d. How can parents help children choose activities? e. How can parents respond to "Everybody else is doing it, why can't I?"	
2.2 Ask students to interview school-age children and ask them what activities are available within the community. This can be done in cooperation with an elementary or middle school setting or a day-care facility. Have students prepare a report to present to the class.	

The student can describe the application of parenting skills in relation to the age level of the developing child.

ADOLESCENCE

Subcompetencies:

	Page
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages twelve to eighteen (adolescence).	128
---identify how parents can provide an environment that will enable adolescents to build independence, self-esteem, and personal identity.	128
---recognize that effective communication with adolescents involves keeping lines of communication open and attempting to understand their feelings.	130
---explain how guiding the behavior of adolescents involves achieving a balance between intervention and nonintervention.	132
---recognize that parents indicate love and affection to adolescents by displaying tolerance, patience, emotional support, and physical closeness.	138
---describe how managing resources allows parents to contribute to adolescents' increasing independence.	140

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---summarize the physical, mental, social, and emotional growth and development that occur from ages 12 to 18 (adolescence).	See Sexuality and the Adolescent. Pp. 34-63.
---identify how parents can provide an environment that will enable adolescents to build independence, self-esteem, and personal identity.	1. Parents who encourage increasing autonomy and responsible decision making by their adolescent children assist them in further developing a personal identity and establishing independence.

Learning Activities	Resources
	Schultz, J., et al. Sexuality and the Adolescent. 1981. Pp. 34-63.
1.1 Assign students to read pp. 199-204 in Parent-Child Relations: An Introduction to Parenting and pp. 63-64 in Person to Person, or substitute other books covering similar content. Have students recall in a sharing session an incident where they felt responsible, such as ---spending the night with the sister/brother or of a steady boyfriend/girlfriend ---caring for a young child ---having the family car for a weekend Discuss: ---In these situations, what decisions did you have to make? ---To what extent did your parents provide guidance for your decisions? ---How did you feel when making these decisions? ---If you were a parent of an adolescent, how would you encourage him/her to make responsible decisions? ---Why do you think it is important to do so?	Bigner, J. Parent-Child Relations: An Introduction to Parenting. 1979. Pp. 199-204. Sasse, C. Person to Person. 1978. Pp. 63-64.
1.2 Assign students to interview two adults, other than their parents, and ask them to describe the types of responsibilities they had as teen-agers and what opportunities they had to make decisions. Have students share results of interviews, comparing these with their own opportunities for decision making. Discuss what happens when experiences in making decisions are not provided.	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---identify how parents can provide an environment that will enable adolescents to build independence, self-esteem, and personal identity.	2. Adolescents' self-esteem tends to be enhanced when parents express interest in their opinions and activities and provide opportunities for active participation in family affairs.
---recognize that effective communication with adolescents involves keeping lines of communication open and attempting to understand their feelings.	1. Parents who keep communication lines open with their adolescent children are better able to resolve conflicts when they occur.

Learning Activities	Resources
2.1 Have students develop a "Bill of Rights" for teen-agers. Examples of things to be included: ---Teen-agers have the right to be trusted. ---Teen-agers have the right to choose their own friends. ---Teen-agers have the right to drive the family car. Develop a "Bill of Rights" for parents. Examples of things to be included: ---Parents have the right to know where their teen-agers are. ---Parents have the right to set limits for their teen-agers.	
2.2 Ask students to share with class opportunities they have had to participate in family affairs. Have students add to the list of opportunities they, as parents, would provide for family participation. Discuss how participation in family affairs may enhance growth of self-esteem for adolescents.	
1.1 Assign students readings on parent-teen-ager communications. Have students develop a "Code of Communication" for teen-agers and parents. Possible concepts to include: ---barriers in communication ---understanding from adults to teen-agers, and reverse ---encouraging family to engage in activities together ---information-sharing	Bienvenu, M. Parent-Teen-ager Communication: Bridging the Generation Gap. Public Affairs Pamphlet No. 438. 1979.
1.2 Divide class into groups. Ask each to prepare a list of conflicts they have experienced with their parents. Choose one as an example and prepare to role play the conflict, portraying parent and child, showing how they believe the conflict can best be resolved. Present in class and discuss.	Living with Your Teen-ager: The Changing Parent-Child Relationship. Cooperative Extension Service, Iowa State University. Pm 944b. 1980.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---recognize that effective communication with adolescents involves keeping lines of communication open and attempting to understand their feelings.	2. Parents who listen calmly, avoid being judgmental, permit expression of differing views, and learn to listen "between the lines" are better able to communicate with their adolescents.
---explain how guiding the behavior of adolescents involves achieving a balance between intervention and nonintervention.	1. Parental setting of limits for adolescents will be more effective if adolescents are allowed to make choices and preserve self-respect.

Learning Activities	Resources
2.1 Discuss things parents can do to promote effective communication with adolescent children: ---learning to listen "between the lines" ---permitting expression of feelings ---listening calmly ---being nonjudgmental ---hearing the adolescent/parent out without interrupting his/her conversation ---developing a courteous tone of voice in communication ---holding family conferences	
2.2 Ask students to find an example of the concepts listed in activity 2.1 (involving parents interacting with adolescents) either in a television program, a novel, a short story, or a personal experience. Share these in class, discussing the outcomes and how these were achieved.	
1.1 Have students read references relating to disciplining and guiding the behavior of adolescents. Discuss problems parents of adolescents may experience: ---changes in life-style/discipline, their childhood to present ---attitudes toward discipline (see Major Competency A, Appendix A-3) ---consistency between parents, among siblings ---others	Abidin, R. Parenting Skills: Trainer's Manual. 1976. Dobson, J. Dare to Discipline. 1970. Pp. 5-48. Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 357-58. Ginott, H. Between Parent and Child. 1969. Hill, M. Parents and Teen-agers. Public Affairs Pamphlet No. 490. 1979.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how guiding the behavior of adolescents involves achieving a balance between intervention and nonintervention.	1. Parental setting of limits for adolescents will be more effective if adolescents are allowed to make choices and preserve self-respect. (cont.)
	2. Adolescents are more willing to accept limits when parents explain the limits are to protect the adolescents and preserve peace in the family and community.
	3. In guiding adolescents' behavior, parents need to recognize that limits may be set for activities or behaviors, but not for feelings.

Learning Activities	Resources
1.2 Have students list rules that are enforced in their home today. Make composite list on chalkboard. Ask 2.1 students to assume the role of a parent and rank the list of rules in order of importance. Discuss: ---Which ones would they modify? Why? ---Which ones would they eliminate? Why? ---Which ones would they enforce in their future family? Why? ---Others	
2.2 Write the following questions on newsprint or transparency: ---Will this rule allow the teen-ager to maintain self-respect? ---Will this rule help the teen-ager to become independent? ---Would I make the same rule for a child of the opposite sex? ---Is this rule based on a real danger or an exaggerated fear? ---Have I provided a model for the adolescent in following this rule? ---What will I do if this rule is broken? (Questions taken from See How They Grow; see resource column.) Discuss these questions with students in relation to rules they listed on the chalkboard in activity 1.2-2.1 above.	Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. P. 358.
3.1 Have students read page 358 of See How They Grow to help clarify differences between "feelings" and "behaviors." If reference is unavailable, present a minilecture explaining these two concepts. Discuss these concepts in relation to the setting of limits for adolescents.	Living with Your Teenager: Understanding Changes in Thinking. Cooperative Extension Service, Iowa State University. Pm 944c. 1980.

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how guiding the behavior of adolescents involves achieving a balance between intervention and nonintervention.	3. In guiding adolescents' behavior, parents need to recognize that limits may be set for activities or behaviors, but not for feelings. (cont.)
	4. If parents consistently respond with punishment appropriate to the seriousness of the action when adolescents exceed parental limits, adolescents will be more likely to learn to take responsibility for their actions as adults.

Learning Activities	Resources
3.2 Divide class in groups. Give each group one of the following statements: ---Parents cannot govern a teen-ager's choice of whom they will love. ---Parents cannot dictate what clothing style a teen-ager will admire. ---Parents cannot choose what goals a teen-ager will aspire to. ---Parents cannot control what wishes a teen-ager has for the future. Ask each group to illustrate, for their topic, reasons why parents need to recognize that limits may be set for activities or behavior but not for feelings. Have students apply the questions on page 358 of See How They Grow in carrying out their discussion. (See activity 2.2, p. 135.)	
4.1 ● Have each student indicate on a 3 x 5 card a behavior and/or activity that led to punishment or discipline by his/her parents. Have them indicate on the card how their parents handled the situation. Shuffle cards and distribute one to each student, asking them to illustrate how they would handle the situation if they were the parents of the adolescent involved.	
4.2 ● Using the list of behaviors and/or activities generated in activity 4.1 (including the two examples of discipline imposed), design an interview instrument. You may wish to add, if not included, items related to drinking, staying out all night, neglecting chores, using the family car, dating, etc., including two possible examples of discipline for each. Have groups of students interview parents other than their own to determine which method of discipline they would choose for each behavior/activity. Give interviewees an opportunity to list other alternatives that they might choose instead of the ones listed. (cont.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---explain how guiding the behavior of adolescents involves achieving a balance between intervention and nonintervention.	4. If parents consistently respond with punishment appropriate to the seriousness of the action when adolescents exceed parental limits, adolescents will be more likely to learn to take responsibility for their actions as adults. (cont.)
---recognize that parents indicate love and affection to adolescents by displaying tolerance, patience, emotional support, and physical closeness.	1. If parents have provided continued and consistent emotional support and physical closeness, adolescents are more likely to develop self-esteem, constructive and rewarding relationships with others, and a confident sense of identity.
	2. Parents who respond to adolescents' moods and feelings with patience and tolerance provide a confirmation of love and support.

Learning Activities	Resources
Summarize interviews in class, discussing how balancing behavior and discipline is more likely to encourage adolescents to learn to take responsibility for their own activities.	
1.1 Divide students in groups and have each group brainstorm for six minutes ways of sharing affection with ---mothers and fathers ---siblings ---friends ---other relatives Discuss for six minutes ways they have given and received affection in the past week. Ask each group to select a recorder to summarize group's discussion and report when class reassembles.	Abidin, R. Parenting Skills: Trainer's Manual. 1976. Pp. 88-106.
2.1 Have students read references on adolescents' "mood swings." List on chalkboard as students identify moods adolescents experience. As students identify each mood, obtain feedback as to why they feel this is occurring. Discuss: ---How do parents react to moods? ---How can you counteract a "mood"? (examples: go jogging, listen to favorite record, call friend on telephone, withdraw and meditate) ---Do your parents experience moods? ---How do you cope with parents' moods?	Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. Pp. 347-48. Living with Your Teenager: Understanding Emotional Changes. Cooperative Extension Service, Iowa State University. Pm 944a. 1980.
2.2 Have students keep a diary of their moods and their parents' reactions (positive and negative) for one week. At the end of the one-week period, ask students to suggest ways they would have preferred their parents to react. (Some students may not wish to contribute to this discussion in class, but may use information as a tool for understanding their parents' tolerance level and analyzing their love and support for them.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how managing resources allows parents to contribute to adolescents' increasing independence.	1. Parents who include adolescents in family financial discussions help them learn how to manage family finances and better prepare them for these responsibilities in adult life. 2. Parents who establish long-range financial goals are better able to assist adolescents in pursuing career choices.

Learning Activities	Resources
1.1 Have students read about the inclusion of adolescents in discussions about family finances. Discuss ---the involvement of teen-agers in family financial discussions ---the giving of allowances to children ---the use of money as a means of controlling, punishing, or rewarding ---the handling of personal finances	Bienvenu, M. Parent-Teen-ager Communication: Bridging the Generation Gap. Public Affairs Pamphlet No. 438. 1979.
1.2 Brainstorm situations where parents may involve adolescents in family financial decisions. Examples might include ---loss of job ---single-parent family ---college finances ---others Divide class into groups and assign one situation to each group. Ask each group to discuss: ---What financial decisions may be necessary in the situation? ---How might the adolescent contribute to the making of these decisions? Share group reports in class.	
2.1 ☐ Invite a banker or a member of a financial firm (savings and loan, credit union, etc.) to discuss how families may establish a saving plan (savings bonds, stocks, retirement plan, etc.). Videotape the session for use in other classes. Have students prepare questions before the class period to present to the speaker.	
2.2 Have students visit or obtain information from a least two educational institutions (university, community college, trade school, business college, etc.) to explore career opportunities. Ask them to obtain information about (cont.)	

MAJOR COMPETENCY B: The student can describe the application of parenting skills in relation to the age level of the developing child.

Subcompetencies	Possible Generalizations
The student can	
---describe how managing resources allows parents to contribute to adolescents' increasing independence.	2. Parents who establish long-range financial goals are better able to assist adolescents in pursuing career choices. (cont.)

Learning Activities	Resources
---various career choices ---available loans ---tuition ---veteran's benefits ---others Ask students to compare the two institutions in terms of cost and quality of education as they relate to their educational goals. Ask them to prepare a written report and discuss how they can assist in the financial planning for their career choice.	

MAJOR COMPETENCY C

The student can identify issues involved in parenting as a result of the differences in family composition.

Subcompetencies:	Page
The student can	
---summarize factors that affect parenting in a single-parent family.	146
---identify specific concerns associated with parenting as a stepparent.	156
---explain the special conditions that occur in adoptive parenting.	162
---analyze the unique considerations that may accompany school-age parenting.	166
---relate the advantages and disadvantages of foster parenting.	168
---describe substitute or surrogate parenting.	172

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors that affect parenting in a single-parent family.	1. Single-parent families are formed through the death of a spouse, separation, extended absence, divorce, adoption, and unwed parenting.
	2. Because income in a single-parent household usually is less than in one with two parents, while at the same time more services may need to be purchased, sound financial management is especially important.
	3. Children's ages in a single-parent family influence the need for long- or short-term support services from the extended family, the community, and the state.

Learning Activities	Resources
1.1 Brainstorm: What are the ways single-parent families are formed? Record answers on a chalkboard or on a transparency. Encourage students to consider all possible ways, including extended absence due to a parent's job.	Teacher References: Murdock, C. Single Parents Are People, Too! 1980. Storey, J. "Help for the Single Supermom." Ms. April 1981. Pp. 85-88. Van Gelder, L. "Single Mothers--Last of the Supermoms." Ms. April 1981. Pp. 47-50.
1.2 ☐ Invite a panel of single parents to class or have students conduct interviews with single parents. Include individuals who have become single parents as a result of an unwed pregnancy, separation, divorce, the death of a spouse, and extended absence of a spouse. Several days before the panel discussion, hand out several 3 x 5 cards to each student. Have them write questions they have for the panel about single parenthood (one question per card). Collect the cards and remove duplicate and indiscreet questions. The day of the panel discussion, distribute the questions to the class, making sure each class member has at least one question for the panel. After the panel adjourns, help students draw conclusions about single parenthood.	
2.1 - 3.1 Divide class into groups and give each group a case study to analyze. Examples: a. Annie is 17 years old and has a 6-month-old little girl named Amy. She did not marry Amy's father and does not receive any child support from him. She lives in a two-room apartment and her only income is from the welfare checks she receives. She has had to drop out of school to take care of Amy. (cont.)	

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors that affect parenting in a single-parent family.	2. Because income in a single-parent household usually is less than in one with two parents, while at the same time more services may need to be purchased, sound financial management is especially important. (cont.)
	3. Children's ages in a single-parent family influence the need for long- or short-term support services from the extended family, the community, and the state. (cont.)

Learning Activities	Resources
b. Jim is a 32-year-old widower whose wife, Jan, died a year ago. They have two children, Brian, who is 6, and Angela, who is 3. Jan's life insurance covered their home mortgage. Jim works as an elementary teacher. c. Margaret, 45, divorced her husband of 20 years last spring. She has custody of their three children, ages 17, 15, and 13. She received $450 a month for child support and their home as part of the divorce agreement. She worked as a secretary 20 years ago, but has not worked since their oldest child was born. Have each group answer the following questions: ---Is the parent in your case study a less "good" person because of his/her life circumstances? ---Will any additional support services be needed? How will providing these services affect the family's financial situation? ---What are some short-term ways the family can deal with their present financial situation? ---Are there any long-term financial considerations to be made? Ask each group to share their case study and responses to the questions with the entire class. Assist the class in identifying similarities and differences in the situations, the need for services in each situation, and the implications these needs have for financial management in single-parent families.	
3.2 ☐ Compile a list or help students compile a list of community and government programs that provide support services to families in your area. Assign each student or group of students a program to investigate in more detail. Have them prepare a one-paragraph description of the program, including address, phone number, services provided, audience, fees, and contact persons. Have class compile these descriptions and prepare a handbook for distribution to their peers. Discuss the wide variety of programs and how they are similar and different.	Resource Book for Professionals, Adolescents and Parents. Iowa State Department of Health. Resource Book for Parents. Iowa Council for Children.

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors that affect parenting in a single-parent family.	4. Single parents are faced with the need to provide adult role models of the opposite sex for their children.
	5. When a marriage involving children is dissolved through divorce, both parents have the responsibility for maintaining relationships with the children as defined by the custody agreement.

Learning Activities	Resources
4.1 Invite a speaker from one or more of the groups formed to help single parents provide adult role models of the opposite sex for their children, e.g., Parents Without Partners, Big Brothers of America, or Big Sisters International. Ask them to talk about why their group or program was established and how it operates. Tape record the presentation so it can be used with other classes. or Have students write to these organizations for information.	Big Brothers of America and Big Sisters International 224 Suburban Station Building Philadelphia, PA 19103 Parents Without Partners, Inc. 7910 Woodmont Avenue Washington, DC. YMCA National Headquarters 291 Broadway New York, NY 10007 YWCA National Headquarters 600 Lexington Avenue New York, NY 10022
☐ 4.2 Set up an interview/talk show format such as that used in the TV program hosted by Phil Donahue. Assign roles to various class members: host, guests, director, and audience. Each person is to be responsible for the role they are assigned. Individuals who are guests may choose to invite someone from Parents Without Partners or Big Brother/Big Sister and/or children from single-parent families to participate. Audience is to role play single parents and have questions for the guests based on their role. Following the show have students write down on a 3 x 5 card the most important thing they learned. Collect the cards and share with class.	
5.1 Have students read about divorce and dissolution of a marriage and various child custody arrangements. Discuss the advantages and disadvantages of split custody and joint custody.	Brisbane, H. The Developing Child: Teacher's Guide. 1980. Pp. 393-96.
5.2 Review the movie Kramer vs. Kramer. Discuss the feelings in the trial scene of the father, the mother, the son, and the judge.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 35, 226-30. (cont.)

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors that affect parenting in a single-parent family.	5. When a marriage involving children is dissolved through divorce, both parents have the responsibility for maintaining relationships with the children as defined by the custody agreement. (cont.)
	6. In order for a single parent to coordinate work and home roles, all family members may need to assume more or different responsibilities.
	7. Single parents may need to develop decision-making skills in new areas of living.

Learning Activities	Resources
	"Custody Arrangements." Current Lifestudies. February 1981. Pp. 22-24. Ogg, E. One-Parent Families. Public Affairs Pamphlet No. 543. 1976. Westlake, H. Parenting and Children. 1981. Pp. 306-7.
5.3 Invite an attorney to class to discuss legal aspects of custody arrangements. Have students develop questions in advance to ask following the presentation. or Show film Who Remembers Momma. Discuss the court cases presented.	Film: Who Remembers Momma. Iowa Department of Public Instruction.
6.1 - 7.1 Divide class into groups and give each group one of the following situations. Have each group identify each family member's responsibilities in the situation they were given. ---Father, a contractor; mother, a secretary; son, age 12; and daughter, age 10. ---Mother, an executive; daughter, age 10; and daughter, age 6. ---Father, an auto mechanic; son, age 10; son, age 8; and daughter, age 12. ---Father, a plumber; mother, a homemaker; daughter, age 13; daughter, age 11; and son, age 8. Have groups share their situation and lists of responsibilities. Compare responsibilities across the situations. Help students see how family members' responsibilities differ in single-parent and two-parent families.	

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors that affect parenting in a single-parent family.	6. In order for a single parent to coordinate work and home roles, all family members may need to assume more or different responsibilities. (cont.)
	7. Single parents may need to develop decision-making skills in new areas of living. (cont.)
	8. Because single parenting involves making day-to-day decisions and providing supervision without the support of another committed adult, it may place stress on the single parent and affect the parent-child relationship.

Learning Activities	Resources
6.2 - 7.2 Brainstorm new roles and responsibilities a single female parent will have to deal with when she has custody. Do the same for a single male parent. Compare the list and suggest ways each can learn to assume these new roles and responsibilities. Discuss how these roles and responsibilities differ between the custodial and the noncustodial parent. How does the noncustodial parent adapt to parenting children for short periods of time only?	
6.3 - 7.3 Present a minilecture on the changing roles and responsibilities in a single-parent family. Include the following points: ---role removal, giving up roles because there no longer is time/energy/need to continue these activities or these tasks are no longer considered priorities ---role replacement, substituting new roles for old roles that are no longer appropriate, e.g., full-time homemaker replaced by working outside the home ---role redistribution, designating roles formerly held by departed parent to yourself or others within or outside the home Divide class into groups and distribute "Single-Parent Roles and Responsibilities" (Appendix C-1). Have half the groups complete the worksheet for a family in which the mother has become the single parent; have the remaining groups complete it for a family in which the father has become the single parent. Have groups share their responses and help students draw conclusions about how roles are removed, replaced, and redefined in single-parent families.	Barnes, B., & Coplon, J. The Single-Parent Experience. 1980. "Single-Parent Roles and Responsibilities." Appendix C-1.
8.1 ● Read the following situation or a similar one aloud to the class: ---My father used to yell at us a lot; now that they're divorced, he doesn't yell anymore. Now my mother yells at us most of the time, because she's the only one around. (cont.)	Raising a Family Alone. Education Development Center, Inc. 1976.

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors that affect parenting in a single-parent family.	8. Because single parenting involves making day-to-day decisions and providing supervision without the support of another committed adult, it may place stress on the single parent relationship. (cont.)
---identify specific concerns associated with parenting as a step-parent.	1. When two people have established personal commitment to one another, one or both of them having children, a stepfamily is formed.

Learning Activities	Resources
Have students answer these questions about the situation: a. Why did their father yell a lot before the divorce? b. What are some reasons he doesn't yell as much now? c. Why does their mother yell more now? d. How might the added stress affect the relationships between the mother and her children? e. How can the children help their mother deal with the added stress? f. What are some things the mother can do to reduce the strain and/or stress involved?	
8.2 Show the film The Single Parent. Lead a short discussion on the relationship between Colleen and her children and the ways they are coping with life's problems following the divorce.	Film: The Single Parent. Media Guild. (Available Iowa Films, Media Resources Center, #U60066.)
1.1 Put the following terms on the chalkboard: stepmother, stepfather, stepsister, stepbrother, stepchild, stepfamily. Ask students to write down on a sheet of paper the first thing each of these terms brings to their mind. Discuss their comments and the common myths or stereotypes associated with stepparents and stepfamilies, e.g., the wicked stepmother and stepsisters in Cinderella or the "wonderland" image found in some television stepfamilies. Compare myths or stereotypes associated with stepmothers and stepfathers. Encourage students to come up with reasons why stepmothers often have more negative images historically. For example, women often died in childbirth so men remarried; men usually spent less time with children so less time for conflict.	"Blended Families." Current Lifestudies. November 1980. Pp. 8-10. Roberts, F. "Stepfamilies: Stresses and Surprises." Parents. March 1981. P. 108. Roosevelt, R., & Lofas, J. Living in Step. 1977. Yours, Mine, and Ours: Tips for Stepparents. DHEW Publication No. 78-676. National Institute of Mental Health. 1978.

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---identify specific concerns associated with parenting as a stepparent.	1. When two people have established personal commitment to one another, one or both of them having children, a stepfamily is formed. (cont.)
	2. Because stepfamily members have not shared past experiences, they may have to redefine rights and responsibilities to fit individual and combined needs.

Learning Activities	Resources
1.2 Prepare and present a minilecture on stepfamilies, including how they are formed, the growing number in today's society, and the problems and benefits of being a member of a stepfamily.	Auerbach, S. "From Stepparent to Real Parent." Parents. June 1976. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 228. Lund, D. "Stepparent on Trial." Parents. January 1975.
2.1 Develop a fictional stepfamily such as the one described below. Divide the class into groups and assign to each group a different family member. Have each group write a Bill of Rights for the family member it was assigned. Share the various Bills of Rights and discuss whether or not everyone's Bill of Rights can be respected. How will these rights and responsibilities have to be redefined? Stepfamily situation: Ann, 35; her 10-year-old daughter, Lisa, from a previous marriage that ended in divorce two years ago; Paul, 33; and his two sons, 12-year-old Rob and 9-year-old Kevin. Ann is a sales representative and travels a great deal during the week. Lisa stayed with her grandmother when Ann was out of town before she married Paul. Paul is an elementary school teacher and has been widowed for five years.	
2.2 Have students take their present family situation and imagine what it would be like to share their household with others--new younger children, new same-age children, new older children, and a new parent. What are some potential areas of conflict? How might they be resolved? Do they feel they would like, dislike, or be neutral toward the new family members? Why?	

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can ---identify specific concerns associated with parenting as a stepparent.	3. Anxiety in a stepfamily about new roles and relationships may heighten competition among family members for love and attention. 4. Children may compare stepparents with absent parents (living or dead) and may challenge, test, and manipulate the stepparents. 5. As stepfamilies plan a family budget, financial considerations relative to former marriages may cause problems.

Learning Activities	Resources
3.1 - 4.1 ● Using the situation in activity 2.1, have students role play competition for love and affection among the family members. Have a second group role play the children attempting to challenge and manipulate the stepparent. Discuss what happened in each case. What are the possible long-term results? Is this really what each person involved wants to see happen? How could this have been handled differently? Have students role play again the situations to reflect positive ways of handling the competition for love and affection and the challenge and manipulation of the stepparent.	
3.2 Show film Me and Dad's New Wife. a. What things did Nina do that reflected how she felt about her father's new wife? b. Why did she do these things? c. Who suffered as a result? d. Do you think this is really what Nina wanted to happen? e. How might the situation have been handled differently?	Film: Me and Dad's New Wife. Time-Life Films, Inc. (Available Iowa Films, Media Resource Center, #U50506.)
4.2 ● Brainstorm ways or times you feel you have been manipulated or challenged by others. ---How did you feel at the time? ---How do you feel about it now? Project how a new stepparent would react when he or she is manipulated and/or challenged. ---Why might they react this way? ---How do you think they should have reacted? Why?	
5.1 ● Have students complete "Stepfamily Frictions" (Appendix C-2). Discuss: a. What area of friction did you rank highest? Lowest? (cont.)	"Stepfamily Frictions." Appendix C-2.

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---identify specific concerns associated with parenting as a stepparent.	5. As stepfamilies plan a family budget, financial considerations relative to former marriages may cause problems. (cont.)
---explain the special conditions that occur in adoptive parenting.	1. Adoption is the voluntary act of legally taking a child of other parents as one's own child.
	2. Adoption services provided by public and voluntary agencies and individuals are regulated by law and supervised in most states by the Department of Social Services, Child Care Division.

Learning Activities	Resources
b. How did you rate the items on finance? Why? c. What kinds of disagreements on finances can occur in stepfamilies? d. How do these differ from those in nonstepfamilies? Help students recognize that finances can create pressures or frictions in a stepfamily. Point out that couples contemplating a new marriage should take a good hard look at their present and future financial situations. Being realistic and discussing the issue honestly may reduce future misunderstanding and friction.	
1.1 Ask students to define adoption. Place the following definition on the board or on a transparency: ---Adoption is the act of taking voluntarily and legally a child of other parents as one's own child. Have students compare their definitions to the one presented. Discuss similarities and differences.	
2.1 ☐ Divide class into groups and have each group write to one public or voluntary agency that provides adoption services. Their letters should request information regarding preadoption requirements, adoption procedures, legal finalization processes, fees, waiting times, and types of children available. Have students share information gathered from the agencies they contacted and/or have them develop a booklet on adoption services using this information. or Invite a social worker or an attorney to give a presentation on adoption.	Child Welfare League of America 67 Irving Place New York, NY 10003 Children Unlimited, Inc. P.O. Box 11463 Columbia, SC 29211 Committee for Single Adoptive Parents P.O. Box 4074 Washington, DC 20015 Foreign Adoption Resources 911 Cypress Drive. Cypress, CO 80303
2.2 Provide the opportunity for students to do extra credit reports on topics related to adoption, e.g., black-market babies, law cases involving natural parents trying to regain custody, adopted children attempting to find their natural parents, etc.	(cont.)

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can ---explain the special conditions that occur in adoptive parenting.	2. Adoption services provided by public and voluntary agencies and individuals are regulated by law and supervised in most states by the Department of Social Services, Child Care Division. (cont.) 3. Individuals may choose to adopt a child for a variety of reasons, including health, fertility, or genetic problems; population concerns; the desire to parent; or commitment to societal needs. 4. When adoptive parents accept older children, handicapped children, or children of a different race or culture than themselves, special parenting skills may be required to meet individual situations. 5. When children are told that they are adopted, with emphasis placed on the aspect of being wanted, family relationships are likely to be enhanced.

Learning Activities	Resources
	Joanne Walton North American Council on Adoptable Children 403 North K Street Indianola, IA 50125 National Urban League Adoption Resource and Advocacy Center 500 East 62nd Street New York, NY 10021 Resolve, Inc. P.O. Box 474 Belmont, MA 02178
3.1 Have students list on a sheet of paper all the possible reasons they think people adopt children. Ask a student to share a reason and then find out how many others also listed the same reason. Continue until all reasons have come out and the number of students listing each is tallied. Encourage students to consider population and societal needs as possible reasons.	Brisbane, H. The Developing Child. 1980. Pp. 401-3. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 245-61.
4.1 ☐ Invite a panel of adoptive parents and adoption agency personnel to class. Try to include a parent who has adopted either a child of a different race or culture, a handicapped child, an older child, or someone having both a biological child and an adopted child. Have students prepare questions in advance for the panel related to the parenting skills required.	Phillips, M. Adopting A Child. Public Affairs Pamphlet No. 585. 1980.
4.2 ○ Show film Who Are The DeBolts? Discuss the special skills demonstrated by the DeBolts in caring for handicapped children.	Film: Who Are The DeBolts? Parts I, II, III. Pyramid.
5.1 Discuss with students: Adoption authorities generally agree that adopted children should be told they are adopted. Hiding the fact makes adoption seem like a bad thing when it's a happy occasion for everyone involved. Ask students: a. Would you want to be told you were adopted? b. How do you think you would feel? c. At what age should a child be told? Why? d. How should a child be told?	

(cont.)

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---explain the special conditions that occur in adoptive parenting.	5. When children are told that they are adopted, with emphasis placed on the aspect of being wanted, family relationships are likely to be enhanced. (cont.)
	6. The opening of closed court adoption files results in emotional reactions by the individuals involved.
---analyze the unique considerations that may accompany school age parenting.	(See The Decision to Parent. Pp. 84-87.)

Learning Activities	Resources
e. What are some of the consequences of not telling a child they are adopted until they are older? f. Would you want to know who your natural parents are? Why?	
5.2 Assign readings related to how parents should tell their children they are adopted and/or readings about how adopted children feel about being adopted. Share and discuss readings in class.	Draper, T., Ganong, M., & Goodell, V. See How They Grow. 1980. P. 167. Phillips, M. Adopting A Child. Public Affairs Pamphlet No. 585. 1980.
6.1 Divide the class into groups and provide each group with resource materials about adoptive children locating their natural parents. Assign to one group the adopted child, to a second the adoptive parents, and to the third the natural parents. Each group is to explore how their individual will be affected by an adopted child seeking his/her natural parents. Have groups share their discussions. Summarize the differences in emotional reactions for individuals in this situation.	Adoptees Liberty Movement Assn. P.O. Box 154, Washington Bridge Station New York, NY 10033 American Adoption Congress P.O. Box 23641 L'Enfant Plaza Station Washington, DC 20024
6.2 Have a class debate on whether or not closed court adoption files should be opened.	Concerned United Birthparents P.O. Box 572 Milford, MA 01757 Mead, M. "In the Best Interests of the Child." Redbook. October 1978. P. 100. Schultz, J., et al. The Decision to Parent. 1980. "Teen-age Parenting." Current Lifestudies. October 1980. Pp. 16-18.

167

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can ---relate the advantages and disadvantages of foster parenting.	1. Foster parenting involves temporarily accepting the responsibility for caring for a child in need whose legal custody remains with the placement agency. 2. Although the placement agency provides payment for daily care and basic medical expenses, foster parents incur additional expenses in caring for foster children.

Learning Activities	Resources
1.1 Define foster parenting. Lead a discussion on how foster parenting differs from adoptive parenting and from natural parenting. What situations lead to a child being placed in a foster home? Do you feel that the courts and/or social service agencies should be able to make decisions about placing children in foster homes? Why or why not?	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 237-38. "Hoots and Hollers, and Foster Care Dollars: That's What Little Kids Are Made Of." Human Ecology Forum. Summer 1979. Pp. 22-23. Westlake, H. Parenting and Children. 1981. Pp. 329-31.
1.2 Invite a speaker from your county or local social service agency to speak on foster care. Ask them to talk about reasons children are placed in foster homes, qualifications required of foster parents, and legislation regarding foster care.	
2.1 Assign the reading of an appropriate article on the costs of foster care. Then conduct a poll of students to determine whether or not they think foster parents are overpaid. Discuss the reasons for their votes.	Juskevice, M. "Foster Care: The Cost of Love." Graduate Women. September-October 1980. Pp. 8-10.
2.2 Have students complete the rating scale "Foster Parents: For Love or Money" (Appendix C-3). Discuss: ---Do foster care payments cover the cost of caring for foster children? ---Would you be willing to be a foster parent if it cost you $2,000 a year out of your own pocket? ---Is foster care preferable to institutional child care for these children? ---How would you feel if you had a foster child who had an accident with your car and raised you automobile insurance premiums? ---Do the emotional rewards of foster care outweigh the financial costs?	"Foster Parents: For Love or Money." Appendix C-3.

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can ---relate the advantages and disadvantages of foster parenting.	3. Because foster family members have not shared past experiences, they may need to define rights and responsibilities to fit individual and combined needs. 4. Special parenting skills and adaptability are often required of foster parents, because past experiences of the children may be unknown. 5. Because foster parents are likely to become emotionally attached to children they care for, stress may occur when children are returned to the natural parents or adopted by others.

Learning Activities	Resources
3.1 - 5.1 Divide the class into groups and assign to each group a different case study on foster parenting. Ask the groups to identify the parenting skills required in their case study. Are these skills unique to a foster parenting situation? Why or why not? How will the foster parents feel when the child is returned to the natural parents or adopted by others? Examples: a. Amy is spending her fourth birthday in the hospital. Her shoulder is dislocated and ugly bruises mar her body. Her mother put them there. When she is well enough to leave the hospital she is going to a foster home. Ann and Jim Robertson will be her foster parents. They have two biological children who are teen-agers. b. Jose is 14. His parents are divorced and he has been living with his alcoholic mother. Nobody knows where his father is. Joe has run away from home three times this past year. A judge has decided he would be better off in a foster home. Ted and Margaret Brown have been foster parents for 15 years and will be caring for Joe. Their oldest son is now in college. c. Andrew is an engaging, seemingly normal six-year-old, but he is hydrocephalic. He needs special medical awareness and care. His mother deserted him shortly after he was born and his father is in prison for armed robbery. Sharon and Bob White have no children of their own. They have been foster parents to 22 children, several of whom have been either mentally or physically handicapped.	
3.2 - 5.2 ☐ Contact the county or local social service agency or foster parents association. Ask if there are foster parents who would be willing to speak to high school students about their experiences as foster parents. Invite a panel to class to speak on the special parenting skills required and their feelings when foster children are returned to their natural parents or adopted by others.	National Foster Parents Association Residence Center 380 Brooks Drive Room 103 St. Louis, MO 63042

MAJOR COMPETENCY C: The student can identify issues involved in parenting as a result of differences in family composition.

Subcompetencies	Possible Generalizations
The student can	
---describe substitute or surrogate parenting.	1. Individuals who work with and care for children but who are not legal guardians may assume a substitute or surrogate parenting role.
	2. Individuals in a substitute or surrogate parenting role often make important contributions to the growth and development of children and to themselves.

Learning Activities	Resources
1.1 Place the following definition of parenting on the - chalkboard or on a transparency: 2.1 ---Parenting is a function shared by all individuals and organizations concerned with the development of children. Brainstorm examples of individuals who perform a parenting role. Discuss the similarities and differences in the relationships and responsibilities these individuals have with children.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 256-57. Grams, A. Parenting. 1973. P. 1
1.2 Have students complete the worksheet "People Who - Have Parented Me" (Appendix C-4). Discuss the wide 2.2 variety of individuals each has listed. Ask students ○ to compare the parenting responsibilities assumed by the various individuals, i.e., their substitute or surrogate parents.	"People Who Have Parented Me." Appendix C-4.
1.3 See The Decision to Parent. Pp. 24-25. - 2.3	Schultz, J., et al. The Decision to Parent. 1980.

MAJOR COMPETENCY D

The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies:

	Page
The student can	
---analyze the challenges involved in parenting special-needs children.	176
---summarize factors associated with child abuse by parenting individuals.	184
---give examples of ways parents can help children deal with events that cause stress and/or crises in families.	188
---illustrate the decisions unique to parenting in a dual-career family.	192
---describe how parents influence nutritional practices established by children.	192
---explain how parents can assist children in utilizing media for personal development and/or enjoyment.	196
---identify the agencies and organizations--national, state, and local--that offer assistance to parenting individuals.	200

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can ---analyze the challenges involved in parenting special-needs children.	1. Children with special needs include those with physical, mental, or emotional disabilities, and those with abilities superior to others in their age groups. 2. Early identification of physical and/or mental disabilities is more likely to occur when parents recognize that children are deviating from expected patterns of growth and development.

Learning Activities	Resources
1.1 Prepare a bulletin board with pictures of handicapped individuals. Ask students to write down their initial response to each picture. Discuss possible reasons for these reactions, which picture made them most uncomfortable, and how these reactions might affect the handicapped individual.	Plain Talk about Children with Learning Disabilities. DHEW Publication No. (ADM) 79-825. 1979. Ryder, V. Contemporary Living. 1979. Pp. 314-15.
1.2 Have small groups research various kinds of individuals with special needs to discover the characteristics, capabilities, limitations, and prognosis for each special needs category. Suggested categories are: a. mental retardation b. sense impairment--speech, sight, hearing c. orthopedic impairments d. emotional disturbances e. learning disabilities f. other health impairments (cystic fibrosis, epilepsy, tay sacs, etc.) g. gifted/talented Share reports in class.	Bienvenu, M. Helping the Slow Learner. Public Affairs Pamphlet No. 405. 1979. Birth Defects. National Foundation--March of Dimes. 1977. Brisbane, H. The Developing Child. 1980. Pp. 406-12, 50-51, 46-54. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 245-55 "The Handicapped: Special and the Same." Current Lifestudies. February 1981. Pp. 3-11.
2.1 Assign as a class project the development of a list of observable behaviors in children that may indicate a disability. Examples of observable behaviors: failure to follow an object visually, inability to turn over by the age of six months, failure to respond to sudden noises, etc. (cont.)	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 261-63.

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---analyze the challenges involved in parenting special-needs children.	2. Early identification of physical and/or mental disabilities is more likely to occur when parents recognize that children are deviating from expected patterns of growth and development. (cont.)
	3. When parenting a special-needs child, recognition of possible effects on other family members is important.
	4. Parents who have special-needs children need to seek help and support from professionals and others in order to develop skills appropriate to the specific situation.

Learning Activities	Resources
Have students a. compile pertinent behaviors reported in activity 1.2, p. 177 b. interview parents with special-needs children, representatives of the medical profession, special-education teachers c. compile the list of abnormalities and compare with normal development in children as recorded in activity 2.2-3.2, p. 41, and activity 1.1, p. 65 d. prepare a chart to illustrate the differences between normal development in children and behaviors that may indicate a possible disability e. duplicate on a one-page handbill (students with artistic abilities could add titles and sketches) f. distribute to clinics and hospitals, adult classes in parenting or infant care, and others who serve parents with infants.	
3.1 Show filmstrip Support from the Family. Discuss members' reactions to a handicapped child and parent/sibling relationships.	Filmstrip #1 of A Special Need, A Special Love: Children with Handicaps. Parents Magazine Films, Inc.
3.2 List on chalkboard the effects a special-needs child might have on siblings, e.g., jealousy, fear of being affected, added responsibility, adjustment in social activities, resentment of time spent by parents with child. Ask students to suggest others. Assign each possible effect listed to a small group of students; ask them to brainstorm how they, as parents, would respond to siblings. Report in class and discuss.	"Why Me? Why Him?--A Handicapped Child in the Family." Current Life-studies. March 1977. Pp. 20-23.
4.1 Show filmstrips Support from the Helping Professions and Support from the Community. Discuss in class the support each group offers to families with special-needs children.	Filmstrips #3 and #4 of A Special Need, A Special Love: Children with Handicaps. Parents Magazine Films, Inc.

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---analzye the challenges involved in parenting special-needs children.	4. Parents who have special-needs children need to seek help and support from professionals and others in order to develop skills appropriate to the specific situation. (cont.)
	5. Parents of special-needs children need to be aware of their legal rights and responsibilities in making decisions concerning the education of their children.

Learning Activities	Resources
4.2 ☐ Invite a panel composed of parents and/or special education teachers, social services representatives, counselors from a rehabilitation center, and a school nurse to describe professional services, parent support groups, and others who can assist families with special-needs children. Ask students to prepare a list of questions in advance of presentation, e.g., availability in your community, costs, etc.	The Problem of Mental Retardation. DHEW Publication No. (OHDS) 79-21021.
4.3 Assign as special projects the following: ○ ☐ a. Evaluate the physical environment of a school and other public buildings (for instance, a library). Indicate existing problems and possible changes needed. b. Design a project to provide support for handicapped in your school, e.g., learn elements of sign language, make tape recordings for the blind, tutor slow learners, and other activities.	
5.1 Have students research the legal rights and responsibilities of parents of special-needs children to make decisions concerning the education of their children as stated in PL 94-142. Discuss types of educational settings, staffing, placement, individualized education plans (IEP). Invite a local administrator or a special education teacher and a parent of a handicapped child to explain a local program.	Daly, M. "Handicapped Children in the Classroom." Better Homes and Gardens. September 1979. Pp. 38-46. For Parents Only--Practical Advice to Parents on Special Education. Midwest Regional Resource Center. 1979.
5.2 ☐ Arrange for small groups of students to visit a mainstreamed class, a residential facility for the handicapped, a Goodwill closed workshop, a rehabilitation center for the handicapped, a self-contained classroom, or a preschool for handicapped children. Have groups share their observations in class. Discuss advantages/disadvantages of each setting in terms of assistance for the handicapped and communication with and attitudes toward the handicapped by others.	

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---analyze the challenges involved in parenting special-needs children.	6. Children with special needs require some special help from parents and the same love and understanding needed by children of normal development.

Learning Activities	Resources
6.1 Divide class into pairs with one of each pair to be a physically handicapped child, the other to be a parent. Provide materials to simulate handicaps: a. crutches b. wheelchair c. scarves for blindfolding (tie one arm behind back) d. mittens for hands e. earplugs f. large objects for mouth g. others Ask students to assume roles over a period of time, e.g., for 1/2 school day or class period or over lunch hour. Discuss in class at conclusion of time period: ---How did you feel as a handicapped person? ---What did you feel you needed most? ---What were your greatest problems? ---How did you feel as a parent? ---How did you offer support to your child? ---Were you overprotective/underprotective toward your child?	Possible films for Generalization No. 6: I'll Find a Way. Media Guild. (A physically handicapped nine-year-old girl's struggle to live as an "ordinary person") They Call Me Names. BFA Educational Media. (The effects of the stigma of mental retardation on children; training for a special olympics) Walk Awhile in My Shoes. National Film Board of Canada. (The physical and social barriers confronted by the physically handicapped person)
6.2 Show film It's Cool to be Smart. Discuss problems parents of gifted and talented children have in finding challenging programs. Investigate with students the programs available in your school/community for gifted and talented students, including requirements for admission, how identified, etc.	Film: It's Cool to Be Smart. McGraw-Hill.
6.3 Assign students to read one page in a text. Instruct them to place a sheet of paper over page so only bottom line is visible. Read sentences from right to left, moving cover sheet up one line at a time. After a short period of time, discuss: ---What did you read? ---How did you feel? frustrated? like giving up? nervous? secure? incompetent? other?	Bienvenu, M. Helping the Slow Learner. Public Affairs Pamphlet No. 405. 1979. "Learning Disabilities." Current Lifestudies. April 1979. Pp. 25-27.

(cont.)

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---analyze the challenges involved in parenting special-needs children.	6. Children with special needs require some special help from parents and the same love and understanding needed by children of normal development. (cont.)
	7. Parents' attitudes toward special-needs children's disabilities or superior abilities affect the attitudes adopted by the child, siblings, and others.
---summarize factors associated with child abuse by parenting individuals.	1. Child abuse may include nonaccidental physical injury, sexual molestation, neglect, isolation, and emotional abuse.
	2. Many abusive parents are repeating the parenting patterns they experienced as a child.
	3. Parents who are unable to control their emotional responses to stress and/or crisis situations may abuse their children.
	4. If parents lack effective parenting skills or have unrealistic expectations of children's capabilities, child abuse may result.
	5. Parents who feel isolated in their community and/or who experience "cabin fever" may abuse their children.

Learning Activities	Resources
---Do you believe a mentally handicapped child might have these feelings while reading a regular assignment? ---As a parent of a mentally handicapped child, what might you do to assist his/her development? (see references in resource column) Summarize activities 6.1, 6.2, and 6.3 in terms of unique parenting skills needed by parents of special-needs children.	
7.1 List possible attitudes toward handicapped persons on chalkboard: pity, disgust, nervousness, aloofness, avoidance, fear, hostility, amazement, admiration, protectiveness. Ask three-student groups to prepare skits illustrating each attitude, and the possible response of the parent and the handicapped child. After the skits have been presented, discuss the best way parent and child might handle the reaction.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 257-64. "The Handicapped: Special and the Same." Current Lifestudies. February 1981. Pp. 3-11.
1.1 - 5.1 Ask students to respond to the four items below. Record answers and hold for follow-up activity. a. Define child abuse b. Define child neglect c. List major causes of child abuse and neglect. d. List possible ways to eliminate child abuse and neglect Have students research the topic of child abuse and neglect to support or refute statements made on papers. Discuss findings in class. or	Brisbane, H. The Developing Child. 1981. Pp. 404-5. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 235-37. Families in Stress. DHEW Publication No. (OHDS) 79-30162. 1979. Irwin, T. To Combat Child Abuse and Neglect. Public Affairs Pamphlet No. 508. 1979. Ryder, V. Contemporary Living. 1979. Pp. 312-14.

(cont.)

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors associated with child abuse by parenting individuals.	1. Child abuse may include nonaccidental physical injury, sexual molestation, neglect, isolation, and emotional abuse. (cont.)
	2. Many abusive parents are repeating the parenting patterns they experienced as a child. (cont.)
	3. Parents who are unable to control their emotional responses to stress and/or crisis situations may abuse their children. (cont.)
	4. If parents lack effective parenting skills or have unrealistic expectations of children's capabilities, child abuse may result. (cont.)
	5. Parents who feel isolated in their community and/or who experience "cabin fever" may abuse their children. (cont.)

Learning Activities	Resources
Show filmstrips* Violence in the Family or Child Abuse and Neglect. Evaluate definitions and lists recorded earlier in terms of concepts presented in filmstrips.	Filmstrips: Violence in the Family. Human Relations Media. Child Abuse and Neglect. Parents Magazine Films, Inc.
1.2 - 5.2 ● Have students collect and bring to class newspaper and magazine articles related to child abuse. (Develop personal file for classroom use, also.) Analyze articles in terms of types of abuse reported, age of children, causes, outcomes, agencies involved.	*Alternative films: Fragile: Handle With Care. IQ Films. Children in Peril. Xerox.
1.3 ● Have students read "Incest" or other reference that explores this topic. Discuss in class possible causes, physical and emotional symptoms in children that might indicate involvement in such a relationship, possible treatment.	"Incest." Current Health 2 and Current Lifestudies. September 1979.
2.3 - 4.3 See activities listed on pp. 26-31 in The Decision to Parent.	Schultz, J., et al. The Decision to Parent. 1980.
3.3 - 5.3 Through a "guided fantasy" activity, help students experience pressures and stresses that might lead to child abuse. Prepare a tape recording of children crying, screaming, laughing, yelling: making loud noises. Play the tape while activity progresses. Begin the fantasy with a basic situation and, as you (and students) add stress factors, ask students to express how they would feel and what they would do. Possible situations: a. You are a single parent; your boy/girl friend is coming to visit; it is 8 p.m. and your 16-month-old child is teething, crying, fussing, will not sleep; your friend arrives and wants you to go out; the child is crying; you can't find a babysitter; the child is crying . . . . b. Your alarm clock did not go off; you must be at work by 9 a.m.; toddler throws oatmeal on floor; babysitter is ill; you have to take child to grandparents' home; toddler hides under bed and won't come out; can't find snowsuit for child; coffee boils over on range; it is 8:30	Films: Ordinary People. Motorola Teleprograms. War of the Eggs. Paulist Productions.

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---summarize factors associated with child abuse by parenting individuals.	3. Parents who are unable to control their emotional responses to stress and/or crisis situations may abuse their children. (cont.)
	4. If parents lack effective parenting skills or have unrealistic expectations of children's capabilities, child abuse may result. (cont.)
	5. Parents who feel isolated in their community and/or who experience "cabin fever" may abuse their children. (cont.)
	6. While it is against the law in all states to abuse a child, laws vary in regard to reporting, investigating, caring for the abused child, and prosecuting or providing treatment for abusive parents.
	7. Many types of government, private, and volunteer programs are available to help abusive parents learn to care for children responsibly and to help abused children deal with their situation.
---give examples of ways parents can help children deal with events that cause stress and/or crises in families.	1. Crises and/or stress in families may result from events that tax an individual's or family's normal coping powers.

Learning Activities	Resources
3.4 - 5.4 Have students develop a list of positive stress and tension relievers: "What can you do to keep from losing control?" (Relate to both parents and children.) ---brainstorm ideas in class ---read references ---interview parents with infants and/or young children (or invite to class) Examples: ---count to 10 (and back), put child in a safe place, go to another room or outdoors for a few minutes ---take "time out" ---take a shower or bath	Families in Stress. DHEW Publication No. (OHDS) 79-30162. 1978. P. 21.
6.1 Have students research child abuse laws of their state. Request a representative from the Department of Social Services (or designated substitute) to participate in a question and answer period on these topics: reporting and investigating child abuse and neglect, caring for abused/neglected children, prosecuting or providing treatment for abusive parents.	Film: Child Abuse: Don't Hide the Hurt. AIMS. Schultz, J., et al. The Decision to Parent. 1980.
7.1 ☐ Have students investigate organizations or agencies available in the local community that offer assistance to abusive parents and children. Possible contacts: yellow pages of telephone directory, doctors, law enforcement personnel, Iowa S.T.A.T. team, Project C.A.R.E., etc. Share reports in class.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 237.
7.2 ☐ Invite a representative from Parents Anonymous (local or regional) to discuss how this program helps abusive or potentially abusive parents and their children.	
1.1 ● Assign readings on family crises and/or stress. Brainstorm types of family crises, such as death, separation, divorce, severe illness, care of aging relatives, fire, accident, unwanted pregnancy, alcoholism, etc. Discuss some possible effects of these crises on individual family members and on the family unit.	Brisbane, H. The Developing Child. 1980. Chapter 6. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 239-43.

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---give examples of ways parents can help children deal with events that cause stress and/or crises in families.	1. Crises and/or stress in families may result from events that tax an individual's or family's normal coping powers. (cont.)
	2. Parents can help children learn to deal with crises and/or stress by telling them the truth about the situation, describing alternative actions and their possible consequences, and expressing their own feelings (even if modified).
	3. If parents allow children to participate in family responses to crises, they will feel less bewildered, left out, and unimportant.

Learning Activities	Resources
1.2 Have students complete the rating scale "Crisis in My Family" (Appendix D-1). Discuss the events or types of crises they felt would have the most impact on their family. Do they think other members in their family would have ranked the situations the same way? How would each family member react and what would be the overall effect on their family?	Riker, A., & Riker, C. Me: Understanding Myself and Others. 1977. Chapter 18. Ryder, V. Contemporary Living. 1979. Chapter 15. Sasse, C. R. Person to Person. 1978. Chapter 13. Westlake, H. Parenting and Children. 1981. Chapter 18. "When Parents Divorce: Surviving the Split." Current Lifestudies. December 1977. Pp. 3-10. "Crisis in My Family." Appendix D-1.
2.1 Do a minilecture on the three variables that help determine whether or not an event becomes a family crisis: 3.1 ---hardships of the event itself ---resources of the family (structure, flexibility, and previous history with crises) ---family's view of the event (a threat or not to status, goals, and objectives of the family) Also present the features of a positive response to crisis: a. involvement--commitment to and participation in family life by members of group b. integration--interchange between roles in group c. adaptation--ability of group members to change responses to each other and world around them.	Barman, A. Helping Children Face Crises. Public Affairs Pamphlet No. 541. 1976. Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 220-43. Doyle, N. The Dying Person and the Family. Public Affairs Pamphlet No. 485. 1972. Irwin, T. How to Cope With Crises. Public Affairs Pamphlet No. 464. 1971. Ogg, E. A Death in the Family. Public Affairs Pamphlet No. 542. 1976.

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---give examples of ways parents can help children deal with events that cause stress and/or crises in families.	2. Parents can help children learn to deal with crises and/or stress by telling them the truth about the situation, describing alternative actions and their possible consequences, and expressing their own feelings (even if modified). (cont.)
	3. If parents allow children to participate in family responses to crises, they will feel less bewildered, left out, and unimportant. (cont.)
---illustrate the decisions unique to parenting in a dual-career family.	(See The Decision to Parent. Pp. 60-61.)
	(See Sexuality and the Adolescent. Pp. 170-73.)
	(See Integration of Combined Wage Earner/ Homemaker Roles in Secondary Home Economics Programs. Pp. 99-112.)
---describe how parents influence nutritional practices established by children.	1. Dietary practices established during childhood tend to influence lifetime eating habits.

Learning Activities	Resources
2.2 Divide the class into groups and present each group - with a crisis situation. Have them research appro- 3.2 priate ways to deal with the crisis and develop a poster that reflects the approach they have chosen. Crisis situations to be assigned to groups include death of a family member, divorce, moving, news of a fatal illness, runaway child, loss of a job, etc.	Riker, A., & Riker, C. Me: Understanding Myself and Others. 1977. Chapter 19. Smith, C. "The Management of Stress." Illinois Teacher. September/October 1977. Pp. 5-13. Schultz, J., et al. The Decision to Parent. 1980. Schultz, J., et al. Sexuality and the Adolescent. 1981. Morgan, J., Kenyon, C., & Lynch, J. Integration of Combined Wage Earner/Homemaker Roles in Secondary Home Economics Program. 1980.
1.1 Have students individually list their ten favorite foods now. Have them recall and list their favorite foods when they were preschoolers. Compare the two lists. ---How many of the foods are the same? ---How many of the foods do they believe they will like ten years from now? Discuss how food preferences change and/or remain the same throughout the life cycle.	

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---describe how parents influence nutritional practices established by children.	1. Dietary practices established during childhood tend to influence lifetime eating habits. (cont.)
	2. Parents have primary responsibility for introducing children to new foods and helping them develop sound food consumption patterns.

Learning Activities	Resources
1.2 Using the questions below as guidelines, have students develop a survey on the influences of "fast food" restaurants on American eating practices. Conduct interviews with grandparents, parents, peers, and younger children. Compare results and discuss how dietary practices have changed from preceding generations. Questions: ---How old were you when you first ate at a "fast food" restaurant? ---How often do you eat at a "fast food" restaurant? ---What kinds of foods do you select? ---Do you prepare and/or eat at home the same types of foods? ---Why do you eat at "fast food" restaurants?	
2.1 Refer to activity 1.1, p. 193. Ask students: ---Which foods on your list were introduced by your parents? ---Who introduced you to the others? ---Are there foods introduced by your parents that you dislike? Why? After exploring responses to these questions, discuss how parents can assist children to develop food patterns by introducing a variety of foods in the home.	
2.2 Divide class into groups and have each group identify a nutritious snack for preschoolers. Examples: ---carrot curls ---ants on a log (raisins and peanut butter on celery sticks) ---geometric shapes cut from whole wheat bread topped with cream cheese, jelly, honey butter ---fresh fruit slices with dip (cont.)	

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---describe how parents influence nutritional practices established by children.	2. Parents have primary responsibility for introducing children to new foods and helping them develop sound food consumption patterns. (cont.)
---explain how parents can assist children in utilizing media for personal development and/or enjoyment.	1. Parents who guide children's selection of media help children develop personal criteria for its use.

Learning Activities	Resources
Prepare the snacks and serve at a preschool center. Observe preschoolers' reactions: ---Did they try all the snacks? ---Which did they select first? ---Which did they appear to like best? Least? Why? Summarize by discussing how parents can encourage children to try new foods and how this contributes to developing good nutritional practices.	
1.1 Brainstorm in class types of media that have an impact on children and parents. ---TV ---newspapers ---books ---magazines ---movies ---microcomputer software ---radio ---other printed materials ---others Divide class into three groups and assign to each one age level; i.e., preschool, elementary school age, adolescence. Have each group poll a predetermined number of children to determine which types of media they use and how frequently. (Design a simple tally sheet for all to use.) Summarize in class: ---Which types of media are used most frequently? ---Does age level affect the use of media? How?	
1.2 Ask students to bring to class examples of resources that can aid parents in selecting media for their children's use. Examples: ---TV Guide ---Parents magazine reviews of movies, TV programs, books ---reviews of movies and books in other magazines, newspapers ---recommended book lists from the library ---others (cont.)	Film: TV: The Anonymous Teacher. Mass Media. Filmstrip: TV and Values. Learning Seed Co. (Available from Iowa State Education Association.)

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---explain how parents can assist children in utilizing media for personal development and/or enjoyment.	1. Parents who guide children's selection of media help children develop personal criteria for its use. (cont.)
	2. When parents combine the use of media with family discussions, personal enjoyment and intellectual development can be enhanced.

Learning Activities	Resources
Discuss the examples in class, emphasizing how parents can encourage children to be selective in their choice of media.	
2.1 Write the following questions and others of your own on a transparency or newsprint. Ask students, using the resources listed, to determine how parents can help their children recognize the impace of television on one's life. Questions: ---How does one differentiate between fantasy and reality on television? ---How do TV characters become role models? ---What is the difference between fantasy action and the real-life action of news/sports? ---What is the relationship among TV news, news in magazines or newspapers, and radio news? ---How do TV commercials influence us? How can we become more discriminating consumers? ---How are special effects created on television? ---How does stereotyping occur in television programs? Discuss findings in class.	Draper, H., & Draper, W. The Caring Parent. 1983. Pp. 158-59, 231. Insights into Consumer Issues: TV Impact on Children. J. C. Penney Co., Inc. 1979. O'Bryant, S., & Corder-Bolz, C. "Children and Television." Children Today. May/June 1978. (Reprints available--DHEW Pub. No. OHDS 79-30169.) Singer, D., Singer, J., & Zuckerman, D. Teaching Television: How to Use TV to Your Child's Advantage. 1981. "TV: Turn-On or Turn-Off." Co-ed. April 1981. P. 32b.
2.2 Using resources in activity 1.2, p. 197, select with students several upcoming TV programs to watch. Choose programs to include ones for families with preschoolers, with school-age children, with adolescents. Assign groups to watch each program as parents and to write down (for the designated age level): ---words they would explain to children ---topics they would discuss ---scenes they would "talk back to" ---comments they would share with children concerning commercials (cont.)	Children and Television. DHEW Publication No. (OHDS) 79-30169.

MAJOR COMPETENCY D: The student can describe specific situations that influence how individuals parent children in today's society.

Subcompetencies	Possible Generalizations
The student can	
---explain how parents can assist children in utilizing media for personal development and/or enjoyment.	2. When parents combine the use of media with family discussions, personal enjoyment and intellectual development can be enhanced. (cont.)
---identify the agencies and organizations--national, state, and local--that offer assistance to parenting individuals.	1. Assistance in solving a variety of parenting problems is available not only from capable individuals, but from national, state, and local agencies and organizations as well.
	2. Knowledge of agencies and organizations offering assistance to families enables parents to obtain help for specific problems.

Learning Activities	Resources
Discuss students' lists in class, emphasizing how television programs combined with family discussion can enhance enjoyment and intellectual development.	O'Bryant, S., & Corder-Bolz, C. "Children and Television." Children Today. May/June 1978. (Reprints available--DHEW Publication No. OHDS 79-30169.)
1.1 Have students prepare a list of problems faced by parents and/or families. Group these problems into the following categories: ---personal and/or familial (social) ---financial ---medical ---legal ---educational	
1.2 Divide the class into groups and assign to each group one of the categories of problems faced by parents in activity 1.1. Have the group identify national, state, and local agencies that could assist in solving its list of problems.	Westlake, H. Parenting and Children. 1981. Chapter 20.
2.1 Collect brochures and information from agencies and organizations that provide assistance to parents. Place these around the room. Have each student read about five agencies and complete the "Agency Checklist" (Appendix D-2). Have them share findings about the services provided and compile these into a handout.	"Agency Checklist." Appendix D-2.

APPENDIX A

MAJOR COMPETENCY: The student can identify skills that facilitate parenting.

_____
(Name)

PERSONAL GROWTH AND DEVELOPMENT

	INFANT	TODDLER	PRESCHOOLER	SCHOOL AGE	ADOLESCENT
PHYSICAL	I was --	I was --	I was --	I was --	I am --
SOCIAL					
MENTAL					
EMOTIONAL					

STEPS IN DEVELOPMENT: AGE EXPECTATIONS*

(Pretest)

At what age level do you believe each of the following steps in development usually begin to occur?

Age levels:
A. Infancy: 0-12 months
B. Toddler: 1-3 years
C. Preschool: 4-6 years
D. School Age: 6-9 years
E. School Age: 10-12 years
F. Adolescent: 13-15 years
G. Adolescent: 16-18 years

Age Level

_____ 1. begin to walk

_____ 2. talk in sentences

_____ 3. ride a bike

_____ 4. think symbolically

_____ 5. seek an identity and a permanent role in adult society

_____ 6. play group games

_____ 7 count to 20

_____ 8. recite the alphabet

_____ 9. be toilet trained

_____ 10. choose friends selectively

_____ 11. write cursively

_____ 12. tie shoes

_____ 13. drive a car

Key:
1. A
2. B
3. B
4. G
5. G
6. C
7. C
8. C
9. B
10. E
11. D
12. B
13. F

*Teacher: Items of your own choosing may be added to this list.

GUIDING BEHAVIOR OF CHILDREN
ATTITUDE INVENTORY

Everyone has their own ideas about what is best for young children. Indicate how strongly you agree or disagree with each of the statements below by circling the appropriate letter. Circle "A" if you strongly agree, "a" if you agree, "?" if you are undecided, "d" if you disagree, and "D" if you strongly disagree.

A a ? d D 1. Parents should begin to train children at an early age for the responsibilities of adulthood.

A a ? d D 2. Parents' wishes should be considered before children's.

A a ? d D 3. Parents should try to get children to help with work around the house, but it is usually more trouble than it is worth.

A a ? d D 4. Children should be punished for misbehavior.

A a ? d D 5. Children should be required to eat the food that has been prepared for them.

A a ? d D 6. Children probably should have money even though they will usually spend it foolishly.

A a ? d D 7. Parents should be willing to guide and assist with their children's activities.

A a ? d D 8. A certain amount of disorder is to be expected in a home where there are active young children.

A a ? d D 9. An important aspect of discipline is helping the child learn to control his own behavior.

A a ? d D 10. Children should be encouraged to assume new responsibilities as they show readiness and interest.

A a ? d D 11. Children may disagree with their parents, but it is best to just ignore them when they do.

A a ? d D 12. Children should be required to finish all their household chores and homework before they play outdoors with their friends.

A a ? d D 13. Most children will often need physical punishment.

A a ? d D 14. Children should not be allowed to express disagreement with their parents.

A a ? d D 15. Children's secrets are not important enough to worry about.

UNDERSTANDING THE USE OF PUNISHMENT

"Punishment is doing something to a child immediately following a behavior (unacceptable) which reduces the likelihood that the child's behavior will be repeated."*

Types of Punishment	Advantages/Disadvantages	When to Use (situation/age of child)
Physical Examples:		
Removal of Privileges Examples:		
Verbal Examples:		

*Source: Norton, G. R. Parenting. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977, p. 46.

MANAGING FAMILY RESOURCES
A STUDY GUIDE*

Definitions for discussion

- Human resources are the personal characteristics that involve knowledge, skills, values, health, energy, and time used to meet demands.

- Material resources are all things external to the individual that are used to meet demands; they include natural and processed consumption goods, housing, household capital, physical energy, money, and investments.

- Human resources are different from material ones in that they are not given away in exchange, as are material resources, but can be used again.

- Community resources (or publicly shared resources) are those that apply to a wide range of citizen needs, including energy, water, schools, libraries, parks, streets, fire engines, etc.

- Demands are either goals or events that require action. Goals are defined as value-based objectives that give direction and orientation to action. Values are meanings related to what is desirable or has worth. Events, by comparison, are unexpected or low-probability occurrences that require action. Resources are the means for meeting demands; that is, they provide the characteristics through which the goals and events are achieved or satisfied.

- Management is the process of setting goals, planning use of applicable resources, carrying out the plan, and evaluating the outcome.

- Effective resource management requires understanding and ability to analyze a variety of individual situations.

*Adapted from: Deacon, R. E., & Firebaugh, F. M. Family Re rce Management. Boston: Allyn and Bacon, Inc., 1981.

208

APPENDIX B

MAJOR COMPETENCY: The student can describe the application of parenting skills in relation to the age level of the developing child.

B-1

INFANT BEHAVIOR

PLEASE READ THIS BEFORE VISITING THE INFANT.

Assignment Instructions

1. Select one infant for study while the child is awake. Position yourself so that you can see the infant, but s/he cannot see you.
2. Carefully observe the behavior of the infant for a 15-minute period. At the same time, observe the behavior of the parent or care giver toward the infant.
3. Now write up your observations while they are fresh in your memory. Use the form below.
4. Bring your completed assignment to the next class meeting.

INFANT	PARENT OR CARE GIVER
Infant's first name_____	Parent or care giver's name (e.g.
Age (in months)_____	Mrs. B or Mr. S)_____
Sex_____	Parent or care giver (circle one)
	Approximate time spent in communication with infant. _____ minutes.
Describe the general behavior of the infant. Was s/he generally sad, irritable, excitable, friendly, and smiling, or something else?	

(cont.)

Describe the infant's behavior in terms of the following:	Describe the ways in which the parent/ care giver communicated with the infant in terms of the following:
Facial expressions	Tone of voice
Noises, speech	Choice of language
Body Movements	Facial expressions
	Body movements
Describe how the infant reacted to routine activities, such as being fed, changed, picked up, held, placed in a playpen, and put to bed. →	How did the care giver respond to the infant's reactions?

211

GUIDING INFANTS' BEHAVIOR

Please complete the following assignment and be ready to report your findings at the next class meeting. Use the space provided for your responses.

1. What methods for guiding infant behavior were shown in the film?

2. Imagine you are to babysit a friend's nine-month-old infant over a weekend in your home. Crawl about your home in order to gain a better idea of potential infant safety hazards. Make a list of things to do to make your home safe for an infant. Don't forget the outside areas.

3. Interview your parent(s) to obtain tips on how to divert and redirect the attention of infants in order to guide them away from potential problem situations and to help them learn expected behavior. Ask your parent(s) to recall specific methods they used to guide and set limits for your behavior as an infant.

212

PARENTING INFANTS

Carefully consider each case study and be ready to discuss the issues raised.

Case 1

Tom and Jane Perfect are a couple in their early thirties, and until recently both were pursuing busy professional careers. They have been married for ten years, and they have a lovely home in a nice suburban neighborhood. Two weeks ago their first child was born. Jane plans on being a full-time homemaker for an indefinite period. Tom and Jane have taken their parental role very seriously. For example, they waited until now to have children because both felt it important to give them as many material comforts as possible. The baby's nursery looks like something from a page of Better Homes and Gardens. Tom and Jane attended Lamaze childbirth classes prior to their baby's arrival. They are now forever consulting paperback books on the "how to" of parenting. Both overreact whenever the baby cries. Jane makes almost daily telephone calls to her mother in Florida to request advice on caring for the child. Tom is already planning for the child to attend Harvard Business School. Despite Tom and Jane's well-meaning intentions, they appear nervous and uncomfortable when tending their baby.

Case 2

The Hoffman family comprises Ron, Judy, and their two children, ages nine months and three years. Ron is an only child. His job requires him to work long hours away from home six days a week. Judy, a full-time homemaker, takes direct responsibility for the care of the children and gets little help from Ron. A family emergency has necessitated a visit by Judy to her parents in another state. Ron has been given a few days of compassionate leave from his job to care for the children. The house is a mess and Ron has been up most of the past two nights because both children are feverish with colds. The toddler is particularly irritable because his routine has been upset, and he has thrown several temper tantrums. The baby cries often. Ron finds himself full of angry frustration when he discovers his car won't start as he prepares to take the children to the doctor. He shouts at the toddler, who is already crying. This sets the infant crying again.

Discussion Questions

1. Do you think the parents' actions are helpful in encouraging the infants to develop a sense of security? If not, why?

2. What might the parents try in the future in order to overcome anxiety and discomfort in their parenting roles?

TODDLERS AT PLAY

Carefully observe each of the toddlers at play, but make your observation as unobtrusive as possible. Complete the information requested. Be ready to share your findings with the class.

Which of the following describes each toddler's preferred way of playing?

a) Alone
b) Interested in looking at other toddlers at play
c) Likes to play alongside but not with another toddler
d) Plays to some extent <u>with</u> another toddler

Illustrate your answers by describing specific play activities you observed.

Name of Toddler	Age in Months	Description

<u>Conclusion:</u> Having observed the toddlers, what have you learned about their play behaviors? In what ways did the toddlers illustrate how children develop socially?

ONE-YEAR-OLD SCHOLARS

by Lissa Rotundo

The other day a friend of long standing watched as I tied my shoe, and was overcome with a laughter at the method I used. Ever since I was a wee lass, people have made fun of the way I tie my shoes, and no doubt this has left deep emotional scars. But years of self-analysis have finally illuminated the root of the problem: I did not go to nursery school, where most children learn the proper execution of this skill.

Not only did I not go to nursery school, I did not learn to read until the first grade and was deprived of watching "Sesame Street" because it had not yet been invented. This underprivileged background considered, it is amazing that I have survived this long.

In these progressive times the little child who stays home with his mother has become so rare that I would like to nominate the American preschooler as the newest vanishing species, like the California condor, the timber wolf, and the whale.

I now have a year-old son. When he was four months old, a solicitous neighbor called, urging me to enroll my 15-pound wonder in the next session of the pre-nursery school co-op before all the places were filled. This, it seems, is crucial for three reasons. The first is that the co-op will provide intellectual stimulation and speed motor development. This can't be managed adequately at home because (1) I couldn't possibly match the school's collection of educational materials (expensive toys, to the uninitiated), and (2) I don't have a degree in Early Childhood Education, and must therefore be incapable of teaching my son much of anything.

Playing: Then, of course, there's the matter of social interaction: the baby needs someone to play with. Remember playing with the neighborhood children when you were a pre-schooler? Well, your kid can't do that, for the simple reason that all his peers are tucked away in school. One lady I know tried to buck the system and keep her daughter at home until she was 4. Lacking human companions of her own age, this 2 1/2-year-old became a great friend of the family Airedales, which no one minded until the day she lined up with them on the window seat and barked at the mailman. By the next week she, too, had begun her formal education.

The third reason for enrolling my baby in pre-nursery school is that it would help him find a place in nursery school when the time comes. You may not have realized it (I didn't), but there is fierce competition for these places. Many nursery schools have long waiting lists, and it is not at all uncommon for mothers of 2- and 3-year-old toddlers to interview at several schools before finding one that will both fit a child's personality and accept the child. A friend recently interviewed a local Montessori school for her

(cont.)

This article was written by Lissa Rotundo and was first published in Newsweek, Vol. 97(5), February 2, 1981, p. 13. Permission to reprint granted.

4-year-old, who had already attended another school for a year. The director of the school was horrified that this mother had let her son's education slide so shamefully. "Well," he said, "we can try to do something with him, but it's so late now. He should have been coming here for two years by this time." Imagine my friend's guilt: 4 years old, and her son was hopelessly behind, due to her negligence.

Of course, it follows from this that if your 2-year-old does not go to the "right" nursery school, his chances of attending the "right" kindergarten dwindle. The child of a neighbor recently had to take an entrance exam to determine whether he would be admitted to a certain kindergarten a year from now. (Among the items tested was reading readiness. It is a most unusual education system we have that may require some level of literacy for entry into kindergarten, but not for graduation from high school.) Fortunately, the child had a strong enough nursery-school background to pass the exam. His parents can breathe a sigh of relief: the doors of the "right" elementary school, and therefore, the right junior high, high school, college, and law school are still open to their boy. The message is clear: if you want your kid to work for the "right" law firm 30 years hence, you'd better be darned careful in your choice of pre-nursery school now.

I have my own little theory about how this strange situation has come to exist. We all know that more and more education has become necessary to maintain a given position in society. The status accorded a high school graduate a century ago is now denied to the average Ph.D., who has spent about ten years longer in school. And so Ph.D.s must have postdoctoral training and, naturally, two postdocs are better than one. Everyone is encouraged to take courses until death is imminent, and a few years ago it even became fashionable to take courses <u>about</u> death, to be sure that one would die properly. Who would want to be caught dead without being prepared for it? Short of taking a cue from pharaohs of old and equipping each tomb with a library of educational videotapes and a television set on which to play them, we have reached the end of the line. The only way to utilize the army of unemployed education majors is to reverse the direction, at first offering but gradually requiring organized education of younger and younger children. In twenty more years, when everyone who's anyone has at least one Ph.D., the key question asked on job applications will no longer be "What is the highest level of education you have completed?" but "How early did you start school?"

<u>Race</u>: All that remains now is for someone to figure out how to teach the fetus while it still resides in its mother's uterus. Universities will immediately establish departments of Fetal Education, and this fertile field will sprout a large crop of doctoral candidates, all eager to pack those parental months with valuable learning experiences. Expectant parents will be able to sleep better at night, knowing that they are wasting none of their children's precious time in the race to the best university. Just think--when your great-grandchild enters the world, his initial statement will not be simply the predictable "Wah!" He may greet his parents with "Hic, haec, hoc."

DISCIPLINING TODDLERS

Please complete the chart below to show how parents use democratic, permissive, or authoritarian concepts of discipline to get toddlers to do the activities listed on the left.

	Style of Discipline		
Activity	Democratic	Permissive	Authoritarian
1. Put away toys			
2. Share toys with a friend			
3. Go to bed			
4. Treat pets kindly			

OVERCOMING TODDLERS' FEARS*

Possible Toddler Fears	Possible Explanations
o Their parents have abandoned them permanently when they cannot see them.	o Toddlers have not learned that people continue to exist when out of sight.
o They will slip down the bath tub drain or toilet hole.	o Toddlers have not developed a sense of what fits into openings of a given size.
o Father is a monster when he has shaving cream on his face. Mother may become a stranger when wearing jumbo hair rollers.	o Toddlers tend to pay attention to one aspect of an object or a person at a time.
o The vacuum cleaner will eat them up.	o Toddlers see dirt being sucked off the carpet and do not know the limits of the vacuum's power.

Suggestions to Parents

Do	Don't
o Accept toddlers' fears as real.	o Laugh at toddlers' fears.
o Remove toddlers from the fearful situation and then talk about it.	o Force toddlers into situations they fear.
o Help toddlers confront their fears.	o Ignore toddlers' fears.
o Give toddlers chances to watch other people interact confidently with the things they fear.	o Transmit your own fears to toddlers.

Toddler Differences in Overcoming Fears

Use the space below to list examples of how the toddlers in the film were attempting to overcome their fears.

*Adapted from: Footsteps. Home Viewer Guide. DHEW Publication No. O-277-809, 1978, pp. 32-33.

GIVING PRAISE TO TODDLERS

1. Think of ways parents might verbally praise toddlers in each of the following situations. Notice that all of the situations involve the toddler's progress toward mastery of skills. Use the space provided for your suggestions on parental praise. Be ready to role play these suggestions.

   a. Wen-Yuan has put on his hat without help from his father.

   b. Karen has walked down the three stairs off the front porch to pick up the morning newspaper for her mother.

   c. John has told a nursery rhyme to his father.

   d. Kylie has finished eating her breakfast cereal without the help of her father.

   e. Antonio is helping his mother stir the cake batter.

   f. Susie has been practicing the pouring of milk from a pitcher into a glass. Today she managed the task with only a little spilled milk.

   g. Leroy has helped his grandmother put away his toys.

   h. Maria washed her own hands after using the bathroom.

2. The following statement about praising children was taken from Haim G. Ginott's book, Between Parent and Child. (New York: Avon, 1969):

   > The single most important rule is that praise deal only with the child's efforts and accomplishments, not with his character and personality.

   a. What do you think Ginott meant by this statement?

   b. Give examples involving toddlers and their parents to illustrate your understanding of the statement.

   c. Be ready to discuss the statement in class.

JOB TRAINING, HOUSEHOLD-HELP DIVISION

by Virginia E. Pomeranz,
with Dodi Schultz

Yes, it's true; I am about to suggest that you put your one-year-old to work for you. But before you recoil in horror at the idea of child labor--I am proposing neither salaried employment nor grinding toil. In fact, your youngster will not view what I have in mind as work at all.

The joy of doing. We must grow older and feel trapped into tasks that bore or frustrate us before we learn that "work" is a dirty word. After you have cycled your family's wardrobe from drawer to hamper to washing machine and back to the drawer several hundred times, the prospect is admittedly dreary. But to a small child who has neither done such things before nor contemplated the dire necessity of doing them repeatedly in the future--and, importantly, has no concept of "work"--such activities are new, and, yes, interesting.

As soon as a child is independently mobile and capable of understanding language, he becomes eager to participate in activities with other members of the family. Sometimes, of course, this will take the form of your joining in child-level goings-on--playing with toys and the like. But there is no reason why the process cannot be reversed; your child can join in your activities to a degree, as well. It makes not a whit of difference to the child, since in either case he enjoys your company and is an active participant. In short, you are doing something together.

Tasks for tiny hands. The somethings you choose to have your child help with should of course be selected to suit the child's age and stage of development. A 23-month-old will be far more capable than a 13-month-old (who may not be walking yet). Basically, two criteria should apply.

First, the activity should be safe: your twenty-month-old might be asked to put spoons away, but not knives; spools of thread, but not pins and needles. Second, the rules should be simple and within the child's grasp; an eighteen-month-old may be able to line up books on a low shelf, but don't expect them to be in alphabetical order by author, or even right-side up.

Other work/nonwork activities for your youngster might include the following: dusting furniture legs; helping to sort laundry (which is an almost perfect way to acquire knowledge of shapes, sizes, and colors); removing (plastic) dinnerware from the dishwasher; fetching and carrying; stirring premeasured (by you) ingredients into in-preparation food--with a wooden spoon, and not, of course, on the stove; straightening up some items on low tables--e.g., stacking magazines neatly. Children's comprehension may vary, but by the end of the second year a child who is developing normally (and has no hearing problem) will be able to grasp your directions to carry these out.

(cont.)

This article was written by Virginia E. Pomeranz, with Dodi Schultz, and was first published in Parents, Vol. 56(4), April 1981, p. 88. Permission to reprint granted.

Quality standards. I do warn you not to expect perfection, or even anything approximating perfection. Certainly you could accomplish these things more quickly and efficiently by doing them yourself. But I think you would then be depriving your youngster of a wonderful learning experience, as well as the chance to develop a feeling of truly useful participation in family life. If the child has not performed a job to your satisfaction, either let it remain or patiently explain it again to the child and let him do it over; your redoing it removes all sense of accomplishment and personal incentive.

Your junior executive. Another area in which parents can help to foster an ability that will be useful later is to encourage the development of decision-making skills. But again, it must be done at a primitive level, and the choices must be limited.

"What would you like to eat today?" offers prospects too broad for this age group. But "Do you want an orange or an apple?" is a fine way to start.

Realize, too, that small children take everything literally. If you've asked a child playing in the park, "Shall we go home now?" and he answers no, I think it's unfair to then announce, "Well, we're leaving." If you offer the opportunity for him to decide, you should be prepared to abide by the child's decision.

PRESCHOOLERS EXPRESS EMOTIONS

Write in examples of how preschoolers express emotions and examples of how parents can react to this type of behavior. Indicate if you agree or disagree with the parents' reactions indicated.

Types of Emotions	Example Situation	Parents' Reactions	Agree--Disagree
Love	hugging, kissing doll, stuffed toy, cat or dog	encouragement	X
Anger			
Fear			
Jealousy			
Rivalry			
Aggression			

PRESCHOOL PLAY

Select one preschooler to observe. Record the child's interactions with others on the checklist below. Beside the interactions you have checked, indicate the type of activity the child was involved in when the interaction occurred.

Interaction	✓	Type of Activity
Child followed the example of another child or adult.		
Child appeared to feel good about self.		
Child looked to an adult for approval.		
Child asked questions about something of interest.		
Child asked how to do something.		
Child misbehaved to gain attention.		
Child played cooperatively with another child.		
Child participated as a member of a group.		
Child communicated with gestures and words.		
Child followed directions.		

SETTING LIMITS FOR CHILDREN*

Four Guidance Guidelines	Examples
1. Put the child's thoughts into words	I know you want to go swimming but it's too late.
2. State the rule simply	You can't go swimming after dark.
3. Let the child know you understand his/her feelings	I know you are unhappy because you can't go swimming.
4. State alternatives	You can get your floating toy boat and bathing suit so they will be ready for your swim tomorrow.

Directions: State limits for preschoolers using the above format in the situations described below.

a. Kristin wants to eat cookies just before supper.

b. Brian wants to color on the walls.

c. Mike wants to watch TV at 4 a.m.

d. Cheryl wants to sleep in the top bunk bed.

*Adapted from: Nemiroff, J. Practicing Parenting. New York: Butterick Publishing, 1980, p. 55.

HOW WELL CAN YOU REMEMBER WAY BACK THEN?

What games and activities were you doing when you were 6-8, 9-10, 11-12 years old? How did your physical development affect your performance?

When I was (6, 7, 8) (9-10) (11-12) years old, three activities I did were:

(1) _____ (2) _____ (3) _____

Indicate on the chart below what your various body parts were doing while you were involved in each of these activities.

Activity (1) _____ (2) _____ (3) _____

a. legs

_____

b. knees

_____

c. feet

_____

d. trunk

_____

e. arms

_____

f. wrist

_____

g. hand(s)

_____

h. finger(s)

_____

i. eyes

_____

j. mouth

_____

k. ears

_____

APPENDIX C

MAJOR COMPETENCY: The student can identify issu
involved in parenting as a result of diffe -
ences in family composition.

SINGLE-PARENT ROLES AND RESPONSIBILITIES*

Division of Roles--Two Parents		Roles for Single Parents		
Mother's Role	Father's Role	Removed Roles (no longer needed)	Redistributed Roles (taken over by someone else)	Replaced Roles (new roles)
Child-care provider	Disciplinarian	Housework less important	Children assume responsibilities for some house-work	Complete control of discipline

*Adapted from: Barnes, B., and Coplon, J. The Single-Parent Experience. Boston: Resource Communications Inc., 1980.

STEPFAMILY FRICTIONS

Possible areas of conflict or friction in a stepfamily are listed below. Indicate the degree to which you consider each to be a problem using the following scale: 4 (a great deal), 3 (somewhat), 2 (a little), and 1 (not at all). Place your rating in the blank preceding the item. Circle numbers of the three items you consider to be the greatest areas of friction. Underline the number of the item you consider to be the least area of friction.

_____ 1. Amount and regularity of financial support from natural parent.

_____ 2. Sharing living space with stepparent and/or stepsiblings.

_____ 3. Accepting a new parent.

_____ 4. Spending incoming child support payments.

_____ 5. Relationships with other important adults in a child's life (natural parent, grandparents, etc.).

_____ 6. Possessive feelings for natural parent.

_____ 7. Divided loyalty between children and new mate.

_____ 8. Comparison of stepparent to natural parent.

_____ 9. Challenges to stepparent's authority.

_____ 10. Protection of child from "outside" by natural parent.

_____ 11. Using step relationship by child to get own way.

_____ 12. Rivalry between "your children" and "my children."

_____ 13. Pressure for success of new marriage.

_____ 14. Differing interests, likes, and dislikes among family members.

_____ 15. Payments made by new spouse to former spouse.

C-3

FOSTER PARENTS: FOR LOVE OR MONEY

Individuals assume the role of foster parents for a variety of reasons. Indicate how strongly you agree or disagree with each of the reasons below by circling the appropriate letter. Circle "A" if you strongly agree, "a" if you agree, "?" if you are undecided, "d" if you disagree, and "D" if you strongly disagree.

A a ? d D 1. Individuals choose to be foster parents because of the money they receive to care for the children.

A a ? d D 2. Foster parenting places a drain on a family's finances.

A a ? d D 3. Foster parents feel obligated to give foster children everything they give their own children.

A a ? d D 4. Foster parents cope with crises produced by uprooted and disturbed children.

A a ? d D 5. Foster parents get their biggest rewards from helping children.

A a ? d D 6. Nonreimbursed expenses provided by foster parents should be tax deductible as a donation.

A a ? d D 7. Foster parents should be reimbursed for property damages a foster child may do to their property.

A a ? d D 8. Institutional child care is cheaper than foster care.

A a ? d D 9. Family foster care is a bargain for the taxpayers.

A a ? d D 10. Foster care emphasizes a family environment similar to the natural family.

PEOPLE WHO HAVE PARENTED ME

Each and every person is parented by a number of individuals besides his/her natural parents. Any individual, institution, or agency who contributes to the development of a child is in essence performing a parenting role. Some have a more profound effect on a child's development than others.

Think about all the possible individuals who have contributed to your growth and development. List them in the left-hand column. Then go back and think about the parenting responsibilities they assumed. Indicate their major responsibilities in the right-hand column across from their name. One possible example appears at the top of the list.

PARENTING INDIVIDUAL	PARENTING RESPONSIBILITY
Grandmother	Taught me to bake cookies

APPENDIX D

MAJOR COMPETENCY: The student can describe specific situations that influence how individuals parent children in today's society.

CRISIS IN MY FAMILY

Listed below are a number of events and/or situations that can result in a crisis or a stressful situation for a family. Rank from 1 to 3 the three events you feel would have the greatest impact on your family. Circle the numbers of the three you think would have the least impact.

_____ 1. Death of a parent

_____ 2. Loss of job by breadwinner

_____ 3. Parental heart attack

_____ 4. Alcoholic family member

_____ 5. Child's severe illness

_____ 6. Adolescent pregnancy

_____ 7. News that family member has cancer

_____ 8. Mental breakdown of a family member

_____ 9. Destruction of home by a tornado

_____ 10. Grandparents moving in with you

_____ 11. Drug usage by teen-ager

_____ 12. Divorce by parents

_____ 13. Automobile totaled in an accident

_____ 14. Family member crippled in an accident

_____ 15. Moving to a new community

_____ 16. Runaway child

AGENCY CHECKLIST

Name _____

List five community agencies and check the services provided.

Agencies	Personal/ Family	Financial	Health--Mental & Physical	Legal	Educational

BIBLIOGRAPHY

Abidin, R. R. Parenting Skills: Trainer's Manual. New York: Human Sciences Press, 1976.

Ames, B. Child Care and Development. Philadelphia: J. B. Lippincott Co., 1980.

Art Activities for Children. Ames, IA: Iowa State University Cooperative Extension Service.

Auerbach, S. From Step-Parent to Real Parent. Parents, June 1976.

Avoiding Mealtime Battles. Parents, April 1981, p. 90.

Baby Care Basics. Piscataway, NJ: Johnson & Johnson, 1980.

Babysitter in Your Home. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Babysitting Cooperatives. Ames, IA: Iowa State University Cooperative Extension Service, 1977.

Bakawa-Evenson, L. Planning for Baby. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Bakos, S. C. The Marriage-Go-Round. American Way, November 1980, pp. 67-71.

Barman, A. Helping Children Face Crises. New York: Public Affairs Committee, 1976.

Barman, A. Your First Months with Your First Baby. New York: Public Affairs Committee, 1979.

Barnes, B., & Coplon, J. The Single-Parent Experience. Boston: Resource Communications, 1980.

Beck, M. Baby Talk: How It Grows. Parents, April 1980, pp. 52-55.

Be Consistent. Austin, TX: Southwest Educational Development Laboratory, 1976.

Bienvenue, M. Helping the Slow Learner. New York: Public Affairs Committee, 1979.

Bienvenue, M. Parent-Teenager Communication: Bridging the Generation Gap. New York: The Public Affairs Committee, 1979.

Bigner, J. Parent-Child Relations: An Introduction to Parenting. New York: Macmillan Co., 1979.

Birth Defects, Tragedy and Hope. White Plains, NY: National Foundation--March of Dimes, 1977.

Blended Families. Current Lifestudies, November 1980, pp. 8-10.

Bohannon, P. The Six Stations of Divorce. In M. Lasswell & T. Lasswell (eds.). Love, Marriage, Family: A Developmental Approach. Glenview, IL: Scott, Foresman & Co., 1973.

Books for Young Children: How to Choose. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Books That Help Children Deal with a Hospital Experience. (DHEW Pub. No. HSA 78-5224.) Washington, DC: GPO, 1978.

Brenton, M. Playmates: The Importance of Childhood Friendships. New York: Public Affairs Committee, 1978.

Brisbane, H. E. The Developing Child: Teacher's Guide. Peoria, IL: Charles A. Bennett Co., 1980.

Bunin, C., & Bunin, S. Is That Your Sister? New York: Pantheon Books, 1976.

Child Abuse Information Packet. Des Moines, IA: Iowa Council for Children, 1978.

Children and Television. (DHEW Pub. No. OHDS 79-30169.) Washington, DC: GPO, 1979.

Cost of Having a Baby. Forecast, February 1980, p. 53.

Crib Death. Sudden Infant Death Syndrome. (DHEW Pub. No. HSA 79-5262.) Washington, DC: GPO, 1979.

Custody Arrangements. Current Lifestudies, February 1981, pp. 22-24.

Daly, M. Handicapped Children in the Classroom. Better Homes and Gardens, September 1979, pp. 38-46.

Deacon, R., & Firebaugh, F. Family Resource Management. Boston: Allyn & Bacon, 1981.

Dear Mom & Dad. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

DeSpelder, L., & Prettyman, N. A Guidebook for Teaching Family Living. Boston: Allyn & Bacon, 1980.

Development of Mental Health in Infancy. (DHHS Pub. No. ADM 80-062.) Rockville, MD: U.S. Department of Health and Human Services, 1980.

Dinkmeyer, D., & McKay, G. Systematic Training for Effective Parenting: Parent's Handbook. Circle Pines, MN: American Guidance Service, 1976.

Discovering a Child's World of Toys. Ames, IA: Iowa State University Cooperative Extension Service, 1979.

Dobson, J. Dare to Discipline. Wheaton, IL: Tyndale House, 1970.

Doyle, N. The Dying Person and the Family. New York: Public Affairs Committee, 1972.

Draper, H., & Draper, W. The Caring Parent. Peoria, IL: Charles A. Bennett Co., 1983.

Draper, M., & Draper, H. E. Caring for Children. Peoria, IL: Charles A. Bennett Co., 1975.

Draper, M., & Draper, H. E. Studying Children: Observing and Participating. Peoria, IL: Charles A. Bennett Co., 1977.

Draper, T., Ganong, M., & Goodell, V. See How They Grow. New York: Butterick Publishing, 1980.

Families in Stress. (DHEW Pub. No. OHDS 79-30162.) Washington, DC: U.S. Department of HEW, 1979.

Family Day Care Homes. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Family Medical Record. White Plains, NY: National Foundation--March of Dimes.

Feeding Your Baby. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Feeding Your Growing Baby. Columbus, OH: Ross Laboratories, 1978.

Fomon, S. Recommendations for Feeding Normal Infants. (DHEW Pub. No. HSA 79-5108.) Washington, DC: U.S. Department of HEW, 1979.

Fontana, V. Separation Anxiety. Parents, September 1979, p. 68.

Footsteps: Home Viewer Guide. (DHEW Pub. No. 0-277-869.) Washington, DC: U.S. Department of HEW, 1978.

For Every Child. Des Moines, IA: Iowa Council for Children, 1978.

For Kids' Sake. (Pub. No. CPSC-75-630-9.) Washington, DC: U.S. Consumer Product Safety Commission, 1979.

For Parents Only--Practical Advice to Parents on Special Education. Des Moines, IA: Midwest Regional Resource Center, 1979.

Freese, A. S. Protecting Your Family From Accidental Poisoning. New York: Public Affairs Committee, 1978.

Ginott, H. Between Parent and Child. New York: Macmillan Co., 1969.

Genetic Counseling. White Plains, NY: National Foundation--March of Dimes, 1979.

Gomez, C. D. Getting to Know You. Parents, March 1981, pp. 73-76.

Goodman, S. You and Your Child from Birth to Adolescence. New York: Rand McNally & Co., 1979.

Grams, A. Parenting. Washington, DC: Association for Childhood Education International, 1973.

Guide to Bathing Your Baby. New York: Newman-Fine, 1976.

Guide to Budgeting for the Young Couple. Washington, DC: U.S. Department of Agriculture, 1977.

Handicapped: Special and the Same. Current Lifestudies, February 1981, pp. 3-11.

Helping Children Learn Who I Am. Ames, IA: Iowa State University Co-operative Extension Service, 1979.

Hildebrand, V. Parenting and Teaching Young Children. New York: McGraw-Hill, 1981.

Hill, M. Parents and Teenagers. New York: Public Affairs Committee, 1979.

Hoots and Hollers, and Foster Care Dollars: That's What Little Kids Are Made Of. Human Ecology Forum, Summer 1979, pp. 22-23.

How Families Use Rewards. Current Lifestudies, October 1980, pp. 19-21.

Hurlock, E. Child Growth and Development. New York: Webster Division, McGraw-Hill, 1978.

Hymes, J. L. Enjoy Your Child: Ages 1, 2, and 3. New York: Public Affairs Committee, 1979.

I Am a Person: Booklets 1-5. Ames, IA: Iowa State University Cooperative Extension Service, 1975-76.

Incest. Current Health 2 and Current Lifestudies, September 1979.

Independence and the Tie that Binds. Parents, November 1979, p. 88.

Infant Care. (DHHS Pub. No. OHDS 80-30015.) Washington, DC: GPO, 1980.

Insights into Consumer Issues: TV Impact on Children. New York: J. C. Penney Co., 1979.

Irwin, T. How to Cope with Crises. New York: Public Affairs Committee, 1971.

Irwin, T. To Combat Child Abuse and Neglect. New York: Public Affairs Committee, 1979.

Juskevice, M. H. Foster Care: The Cost of Love. Graduate Women, September-October 1980, pp. 8-10.

Katz, S. H. The Gentle Art of Babyproofing. Chester, PA: Scott Paper Co., 1977.

Kindergarten Ahead. Ames, IA: Iowa State University Cooperative Extension Service, 1979.

Lamberg, L. Genetic Diseases and Birth Defects: What Every Family Needs to Know. Better Homes and Gardens, March 1980, pp. 66-72.

Learning Disabilities. Current Lifestudies, April 1979, pp. 25-27.

Leishman, K. Teenage Mothers. Ms., June 1980, pp. 61-67.

Livingston, C. Why Was I Adopted? Secaucus, NJ: Lyle Stuart, 1978.

Living with Your Teenager. Ames, IA: Iowa State University Cooperative Extension Service, 1980.

Lund, D. Stepparent on Trial. Parents, January 1975.

Lunde, D., & Lunde, M. The Next Generation. New York: Holt, Rinehart & Winston, 1980.

Mack, J. Early Childhood Development and Education. Albany, NY: Delmar Pub., 1975.

Making Baby Food. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Making Blocks. Ames, IA: Iowa State University Cooperative Extension Service, 1977.

Making Puppets. Ames, IA: Iowa State University Cooperative Extension Service, 1977.

Making Puzzles. Ames, IA: Iowa State University Cooperative Extension Service, 1977.

McCall, R. B. Supertoy: How You Amuse Your Baby. Parents, March 1981, p. 85.

Mead, M. In the Best Interests of the Child. Redbook, October 1978, p. 100.

Miles, M. Aaron's Door. Boston: Little, Brown & Co., 1978.

Money in Our Children's Hands. Ames, IA: Iowa State University Cooperative Extension Service, 1977.

Money Management: Children's Spending. Prospect Heights, IL: Household Finance Corp., 1980.

Morgan, J., Kenyon, C., & Lynch. J. Integration of Combined Wage Earner/Homemaker Roles in Secondary Home Economics Programs. Des Moines, IA: Iowa Department of Public Instruction, 1980.

Murdock, C. V. Single Parents Are People, Too! New York: Butterick Publishing, 1980.

Murphy, L, & Leeper, E. Language is for Communication. (DHEW Pub. No. OHD 76-31035.) Washington, DC: U.S. Department of HEW, 1976.

Nemiroff, J. Practicing Parenting. New York: Butterick Publishing, 1980.

Norton, G. R. Parenting. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Nursing Bottle Mouth. Chicago, IL: American Dental Association, 1975.

O'Bryant, S., & Corder-Bolz, C. Children and Television. Children Today. May/June 1978.

Ogg, E. A Death in the Family. New York: Public Affairs Committee, 1976.

Ogg, E. One-Parent Families. New York: Public Affairs Committee, 1976.

Paolucci, B., Faiola, T., & Thompson, P. Personal Perspectives. New York: McGraw-Hill, 1978.

Parents, Children, and TV. The Newsletter of Parenting, January-March 1981.

Parents' Guide to Childhood Immunization. (DHEW Pub. No. OS-77-50058.) Washington, DC: U.S. Department of HEW, 1977.

Parent's Guide to Special Education. Des Moines, IA: Iowa Association for Retarded Citizens, 1978.

Phillips, M. Adopting a Child. New York: Public Affairs Committee, 1980.

Plain Talk About Children with Learning Disabilities. (DHEW Pub. No. ADM 79-825.) Washington, DC: U.S. Department of HEW, 1979.

Plain Talk About Raising Children. (DHEW Pub. No. ADM 79-875.) Washington, DC: U.S. Department of HEW, 1979.

Pocket Guide to Babysitting. (DHEW Pub. No. OHDS 79-300-45.) Washington, DC: U.S. Government Printing Office, 1976.

Pomeranz, V., & Schultz, D. Tips on Trips to the Doctor's Office. Parents, March 1979, p. 80.

Praise Your Children. Austin, TX: Southwest Educational Development Laboratory, 1976.

Problem of Mental Retardation. (DHEW Pub. No. OHDS 79-21021.) Washington, DC: GPO.

Project Pride: Toward the Prevention of Mental Retardation in the Next Generation. Clear Lake, IA: Northern Trails Area Education Agency, 1979.

Protecting Infants and Toddlers from Accidents. Cincinnati, OH: Procter & Gamble, 1978.

Protecting Infants and Toddlers from Being Poisoned. Cincinnati, OH: Procter & Gamble, 1978.

Raising a Family Alone. Newton, MA: Educational Development Center, Inc., 1976.

Resource Book for Parents. Des Moines, IA: Iowa Council for Children.

Resource Book for Professionals, Adolescents and Parents. Des Moines, IA: Iowa State Department of Health.

Riker, A., & Riker, C. Me: Understanding Myself and Others. Peoria, IL: Charles A. Bennett Co., 1977.

Roberts, F. Stepfamilies: Stresses and Surprises. Parents, March 1981, p. 108.

Roosevelt, R., & Lofas, J. Living in Step. New York: McGraw-Hill, 1977.

Ryder, V. Contemporary Living. South Holland, IL: The Goodheart-Willcox Co., 1979.

Saltman, J. Immunization Protection Against Childhood Diseases. New York: Public Affairs Committee, 1978.

Sasse, C. R. Person to Person. Peoria, IL: Charles A. Bennett Co., 1978.

Schultz, J., Ralston, P., Rougvie, B., & Boyd, J. Sexuality and the Adolescent: A Teaching Guide. Ames, IA: Iowa State University Press, 1981.

Schultz, J., Ralston, P., Rougvie, B., & Kelly, M. The Decision to Parent: A Teaching Guide. Ames, IA: Iowa State University Press, 1980.

Schwartz, J. V., & Botts, E. R. The Very New Baby: The First Days of Life. New York: Public Affairs Committee, 1977.

Setting Up Play Groups. Ames, IA: Iowa State University Cooperative Extension Service, 1978.

Sherzan, S., & Todd, J. 100 Ways to Say Very Good. Des Moines, IA: Iowa Council for Children, 1980.

Simon, S. Have You Touched Anyone Lately? Reader's Digest, May 1980, p. 201+.

Simon, S. I Am Lovable and Capable. Niles, IL: Argus Communications, 1973.

Singer, D., Singer, J., & Zuckerman, D. Teaching Television: How to Use TV to Your Child's Advantage. New York: Dial Press, 1981.

Smith, C. The Management of Stress. Illinois Teacher, September-October 1977, pp. 5-13.

So You're Going to Be a New Father? (DHEW Pub. No. OHDS 78-30028.) Washington, DC: GPO, 1976.

So You've Decided to Breastfeed Your Baby. Fremont, MI: Gerber Products Co., 1978.

Spencer-King, J. A New Mother's Diary: The First Week at Home. Parents, May 1979, pp. 62-67.

Stimulating Baby Senses. (DHEW Pub. No. ADM-77-481.) Washington, DC: U.S. Department of HEW, 1978.

Storey, J. Help for the Single Supermom. Ms., April 1981, pp. 85-88.

Stress. Current Health (Teacher's Edition), February 1979, pp. 1-4.

Subsequent Child. (DHEW Pub. No. HSA 76-5145.) Washington, DC: GPO.

Teenage Parenting. Current Lifestudies, October 1980, pp. 16-18.

Tilling, T. Your $250,000 Baby. Parents, November 1980, pp. 83-87.

Toys: Fun in the Making. (CPSC Pub. No. OHDS 79-30031.) Washington, DC: U.S. Consumer Products Safety Commission, 1979.

TV: Turn-on or Turn-off. Co-ed, April 1981, p. 32b.

Van Gelder, L. Single Mothers--Last of the Supermoms. Ms., April 1981, pp. 47-50.

Wagonseller, B. R., & McDowell, R. L. You and Your Child. Champaign, IL: Research Press, 1979.

Weathers, A. Babysitting Co-ops. Parents, February 1980, pp. 26, 28.

Weissbourd, B. Rituals and Routines. Parents, January 1981, p. 100.

Weissbourd, B. The Struggle for Independence. Parents, December 1979, p. 76.

Weissbourd, B. Planning a Play Group. Parents, October 1980, p. 102.

Westlake, H. G. Parenting and Children. Lexington, MA: Ginn & Co., 1981.

What's a Parent to Do: A Program for Fathers and Mothers. Ames, IA: Iowa State University Cooperative Extension Service, 1972.

When Parents Divorce: Surviving the Split. Current Lifestudies, December 1977, pp. 3-10.

When Your Child Goes to the Hospital. (DHEW Pub. No. OHDS 79-30092.) Washington, DC: GPO, 1979.

Why Me? Why Him?--A Handicapped Child in the Family. Current Lifestudies, March 1977, pp. 20-23.

Wilder, R. Home Safe Home: A Room by Room Guide to Child-Proofing. Parents, September 1979, pp. 40-45.

Wisdom of Babies. Newsweek, January 12, 1981, pp. 71-72.

Wright, L. Parent Power. New York: Psychological Dimensions, Inc., 1978.

Yarrow, L. Fathers Who Deliver. Parents, June 1981, pp. 62-66.

Your Baby Becomes a Toddler. Columbus, OH: Ross Laboratories, 1978.

Your Child's Fears. Columbus, OH: Ross Laboratories, 1978.

Yours, Mine and Ours: Tips for Stepparents. (DHEW Pub. No. 78-676.) Washington, DC: National Institute of Mental Health, 1978.

RESOURCES

Films

Accident Prevention (Rocom)

Adapting to Parenthood (Polymorph Films)

After Our Baby Died (National Audio Visual Center)

Child Abuse: Cradle of Violence (Institute of Child Behavior and Development--Iowa)

Child Abuse: Don't Hide the Hurt (AIMS Instruction Media Services)

Child, The: The First Two Months (McGraw-Hill)

Child, The: 2 to 14 Months (McGraw-Hill)

Children and Infants in Car Crashes (Iowa Department of Transportation)

Children in Peril (Xerox)

Don't Risk Your Child's Life (Iowa Department of Transportation)

Everyone Rides the Carousel (Pyramid)

Fragile: Handle with Care (I.Q. Films)

From Birth to Walking: Developing Child (AIS)

First Friends (McGraw-Hill)

Hairy Scary (National Audio Visual Center)

Hello Up There (Learning Corporation of America)

How to Get Your Child to Do what You Want (American Professional Gulf Assoc.)

I Love You when You Are Good (National Audio Visual Center)

I'll Find a Way (Media Guild)

It's Cool to Be Smart (McGraw-Hill)

Language Development (McGraw-Hill)

Me and Dad's New Wife (Time-Life Films)

Newborn, The (Education Progress)

Ordinary People (Motorola Teleprograms)

Out of the Mouths of Babies (Canadian Broadcasting Co.)

Rock-a-Bye Baby (Time-Life Films)

Single Parent, The (Media Guild)

Spare the Rod (National Audio Visual Center)

They Call Me Names (BFA Educational Media)

TV: The Anonymous Teacher (Mass Media)

250,000 Ways to Destroy a Child's Life (Mar/Chuck)

Two to Get Ready (National Audio Visual Center)

Walk Awhile in My Shoes (National Film Board of Canada)

War of the Eggs (Paulist Productions)

Who Are the DeBolts? Parts I, II, III (Pyramid)

Who Remembers Momma (Iowa Department of Public Instruction)

You Are Not Alone (DHEW--Public Health Service)

You Are Not Alone free loan:	(DHEW--Public Health Service) Bureau of Community Health Services Program Services Branch Parklawn Building Rm 7A-20 5600 Fishers Lane Rockville, Maryland 20852
After Our Baby Died Rental $12.50 Title No. 009405/ PF	(General Services Administration: National Audio Visual Center) U.S. General Services Administration National Audio Visual Center Washington, DC 20409 Att: Order Section/RI Make checks payable to National Archives Trust Fund or, if to be billed, enclose official purchase order.

Filmstrips

Even Love is Not Enough: Children with Handicaps A Special Need, A Special Love: Children with Handicaps (#1, 3, 4) Child Abuse and Neglect	Parents Magazine Films, Inc. 52 Vanderbilt Avenue New York, NY 10017
TV and Values	Learning Seed Co., available Iowa State Education Association
The Child Development Series (kits): Prenatal Period and Infancy (#2, 3) The Toddler Age Two to Three (#1, 2) The Preschooler (#4, 2) The School-Age Child (#3)	Butterick Publishing Co. P.O. Box 1945 Altoona, PA 16603
Violence in the Family	Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570
Generation to Generation	National Foundation--March of Dimes Box 2000 White Plains, NY 10602
Genetics: How Life Remakes Life	Sunburst Communications Room 3 39 Washington Avenue Pleasantville, NY 10570

Miscellaneous Addresses

American Dental Association
211 East Chicago Avenue
Chicago, IL 60611

Closer Look
Box 1492
Washington, DC 20013

Consumer Affairs Division
J.C. Penney Co., Inc.
1301 Avenue of the Americas
New York, NY 10019
(if no local J.C. Penney store)

CPSC materials:
U.S. Consumer Product Safety Commission
Washington, DC 20207

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Gerber Products Co.
Fremont, MI 49412

Goodyear Publishing Co., Inc.
1640 5th Street
Santa Monica, CA 90401

Iowa Association for Retarded Citizens
1707 High Street
Des Moines, IA 50309

Iowa Council for Children
523 East 12th Street
Des Moines, IA 50319

Johnson & Johnson
Consumer and Professional Service
200 Centennial Avenue
Piscataway, NJ 08854

Procter & Gamble
Cincinnati, OH 45201

Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, IA 50311

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60612

Office for Families
P.O. Box 1182
Washington, DC 20013
(for Parent Information Catalog, which lists Department of Health and Human Services and Department of Education parent education and information materials)

Ross Laboratories
Columbus, OH 43216

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

The Newsletter of Parenting
2300 W. 5th Avenue
P.O. Box 2505
Columbus, OH 43216
(a publication of Highlights for Children)

Parenting Today

A TEACHING GUIDE

The third module in a series on contemporary parenting, *Parenting Today: A Teaching Guide* is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

There is an emphasis on giving students opportunities to practice parenting skills through interaction with children and parents in various stages of development.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

In addition four major competencies are expected from the students after completing this module. They should be able to identify skills that facilitate parenting children, describe the application of parenting skills in relation to the age level of the developing child, identify issues involved in parenting as a result of differences in family composition, and describe specific situations that influence how individuals parent children in today's changing society.

Parenting Today: A Teaching Guide was developed under the direction of Jeralyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University department of home economics education, with the cooperation of the Iowa State Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-482 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jeralyn Schultz, associate professor, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University department of home economics education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It addresses itself to the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be addressed in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jeralyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University home economics education department. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

250

THE IOWA STATE UNIVERSITY PRESS / AMES, IOWA 50010 ISBN 0-8138-0364-